



Conscious Awareness Learning Model

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

Cultivating Inner Calm:
The Foundation for Responsive Teaching

October 4, 2025

Funded by:



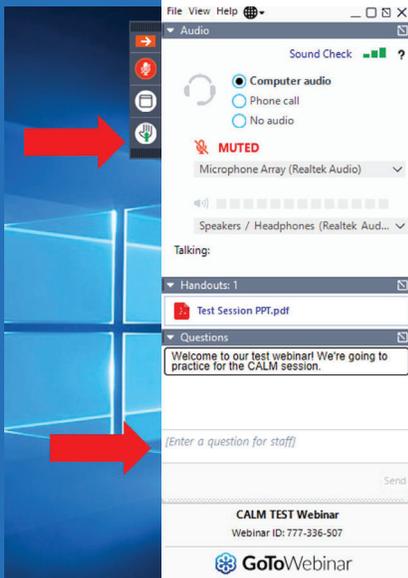
In partnership with:



GoToWebinar

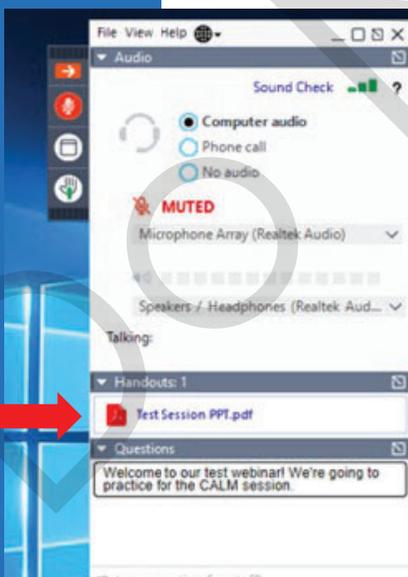
- The orange arrow shows your Attendee Control Panel.
- You are all currently muted but can unmute when asked.
- The square makes the presentation full screen.
- The "Raise Hand" option is for if you wish to speak or comment when the speakers ask for participation.

GoToWebinar



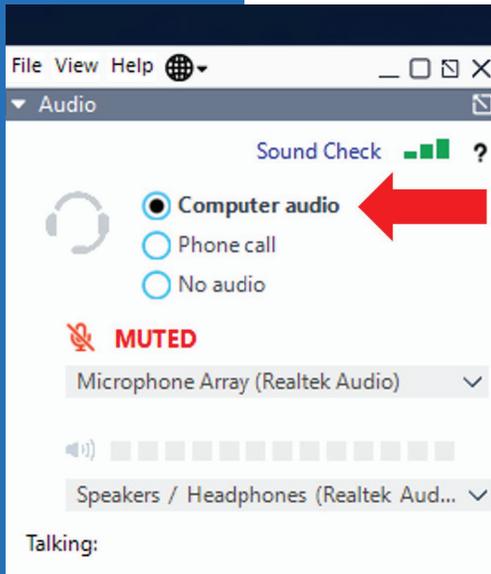
- If you have a question at any point during the webinar, you can go to the “Questions” menu and type it out.
- Send any questions regarding technical difficulties or using GoTo through this menu.
- We will have a time during the webinar to read and answer questions submitted through the “Questions” 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 videos used in the presentation are linked in the handouts (click on the image 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, make sure you close out of all other applications/tabs except for GoToWebinar
- You can always disconnect and rejoin the webinar from the link in the email

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

How To Join The Webinar

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

Add to Calendar: [Outlook® Calendar](#) | [Google Calendar™](#) | [iCal®](#)

1. Click the link to join the webinar at the specified time and date:

[Join Webinar](#)

Note: This link should not be shared with others; it is unique to you.

Before joining, be sure to [check system requirements](#) to avoid any connection issues.

2. Choose one of the following audio options:

TO USE YOUR COMPUTER'S AUDIO:

When the webinar begins, you will be connected to audio using your computer's microphone and speakers (VoIP). A headset is recommended.

--OR--

TO USE YOUR TELEPHONE:

- If you are dialing in via the telephone number in the confirmation email, send me an email to confirm your attendance
 - Participants that dial in are not included in the automated GoTo Attendee Report
- If you received the confirmation email as a forward from anyone else and not from the automated service, send me an email to confirm your attendance
 - Participants are sent unique registration links attached to their first and last names for the Attendee Report



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

How To Join The Webinar

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

Add to Calendar: [Outlook® Calendar](#) | [Google Calendar™](#) | [iCal®](#)

1. Click the link to join the webinar at the specified time and date:

[Join Webinar](#)

Note: This link should not be shared with others; it is unique to you.

Before joining, be sure to [check system requirements](#) to avoid any connection issues.

2. Choose one of the following audio options:

TO USE YOUR COMPUTER'S AUDIO:

When the webinar begins, you will be connected to audio using your computer's microphone and speakers (VoIP). A headset is recommended.

--OR--

TO USE YOUR TELEPHONE:

GoToWebinar

- If you are joining the webinar on the same device as another attendee, send both of your names in the Questions box to confirm your attendance

Arrival Routine

- Greetings! 😊
- Complete pre-survey ([link closes at 9:30am](#))
 - If not, complete it here:
<https://www.surveymonkey.com/r/69Y623Y>
- Get ready!



Things you will learn today!

01 What is CALM and Why It Matters

02 Stress Response Systems and the Brain States

03 Mirror Neurons and Co-Regulation

04 The Power of Perception and Skill of Composure

05 The Power of Attention and Skill of Assertiveness

06 The Power of Free Will and Skill of Choices

07 Strategies for Cultivating Your Inner Calm

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



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:

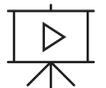
- changes the traditional classroom management system from **control** to **connection**.
- empowers the teacher as a self-disciplined adult who in turn, teaches children how to become self-disciplined.
- helps children become self-disciplined and ready to learn.



Mindful Pause

Mental reset in 5 minutes.

Calm anxiety and stress – Video #1



Why Calm Matters

Adult regulation refers to the ability of caregivers, educators, and other adults to manage their own emotions, behaviors, and reactions—especially in moments of stress or challenge. This skill is not just important for adult well-being; it has a *direct and powerful impact* on children’s behavior, emotional development, and learning outcomes.



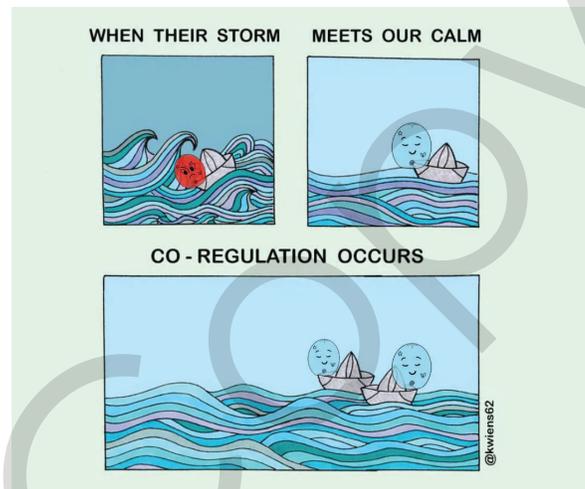
The Connection Between Adult and Child Regulation

- **Modeling Behavior:** Children learn how to regulate their emotions by watching the adults around them. When adults respond calmly to frustration or conflict, children are more likely to develop similar coping strategies.
- **Creating Safe Environments:** A regulated adult fosters a predictable and emotionally safe environment. This sense of safety is essential for children to take risks, explore, and engage in learning.



The Connection Between Adult and Child Regulation

- **Co-Regulation:** Young children especially rely on adults to help them manage overwhelming emotions. When an adult stays calm during a child's emotional outburst, it helps the child return to a regulated state more quickly.
- **Reducing Escalation:** Dysregulated adults may unintentionally escalate a child's distress. Calm, attuned responses help de-escalate situations and teach children that emotions can be managed constructively.



The Impact of Calm on Learning

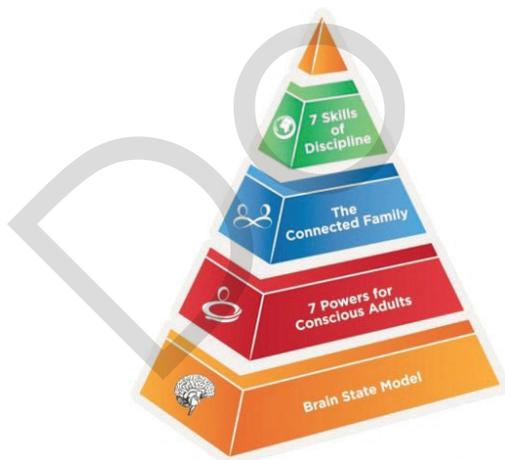
- **Attention and Focus:** Regulated environments help children feel secure, which improves their ability to concentrate and absorb information.
- **Executive Functioning:** Skills like impulse control, working memory, and flexible thinking are nurtured when children experience consistent, calm adult interactions.
- **Social-Emotional Growth:** Children develop empathy, resilience, and problem-solving skills through emotionally attuned relationships with regulated adults.



Key Takeaway

When adults prioritize their own emotional regulation—through mindfulness, self-care, and reflective practices—they create a ripple effect that enhances children's emotional stability, behavior, and capacity to learn.

Four Essential Components of Conscious Discipline®



Conscious Discipline®
Brain State Model

**Seven Powers of
Conscious Adults**

**Creating the School
Family**

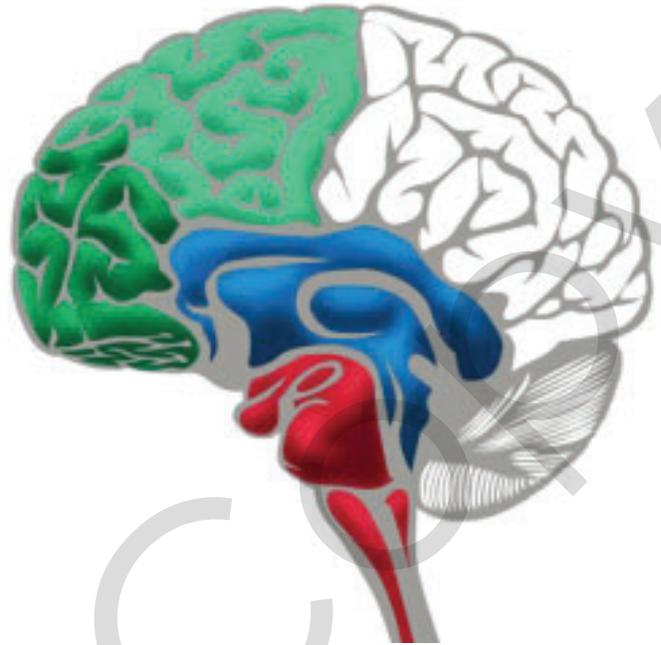
**Seven Skills of
Conscious Discipline®**

The Brain State Model

The Relationship Between Behavior and Brain Function

Three Brain States:

- Brain Stem: **Survival State**
 - Fight, Flight or Freeze
- Limbic System: **Emotional State**
 - Yelling, Name Calling, Tattling, etc.
- Frontal Lobe: **Executive State**
 - Problem Solving



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

What brain state are you in?

- Brain Stem – **Survival State**: Am I Safe?
- Limbic System – **Emotional State**: Am I Loved?
- Frontal Lobe – **Problem Solving**: What Can I Learn?



Things to Remember:

We cannot ask children to do what we cannot do ourselves.

A child cannot be in a higher brain state than you.

Core Objectives of the Brain State Model

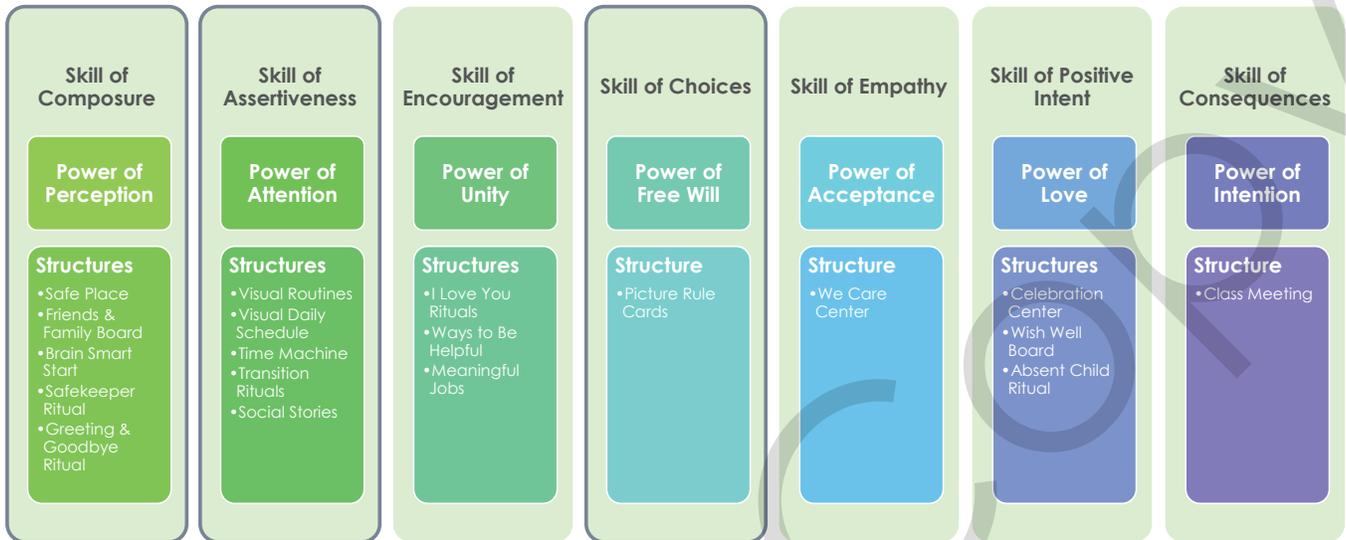
To remain in a relaxed, alert state while interacting with children.

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

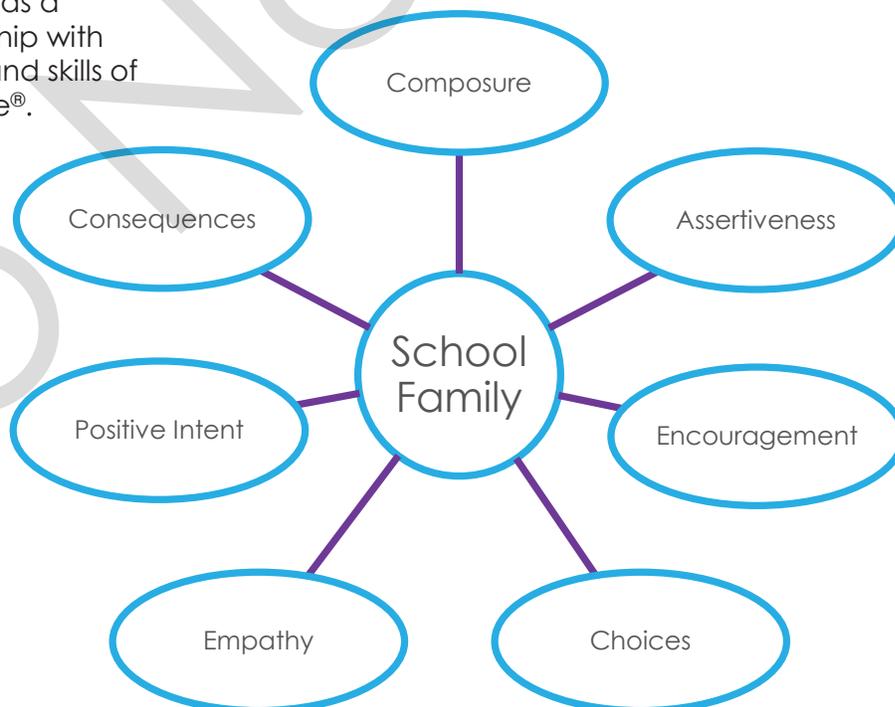
To assist the child in achieving a relaxed, alert state of learning **before** we attempt to teach a new skill or deliver a consequence.

To address the behavior by teaching an effective new skill.

Conscious Discipline® Skills, Powers, and Structures



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



The adult's nervous system sets the tone for the child's nervous system.

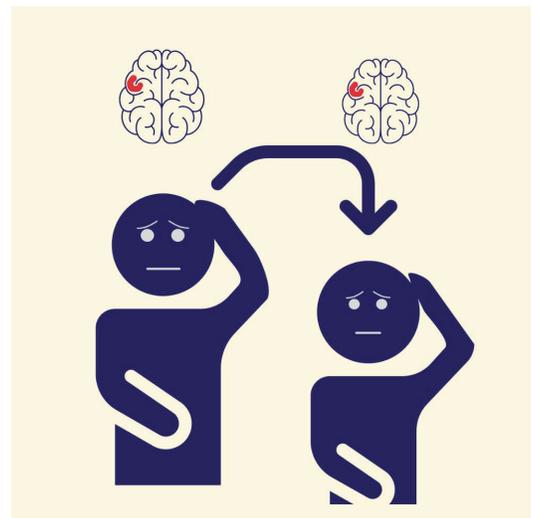
Mirror Neurons

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.



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

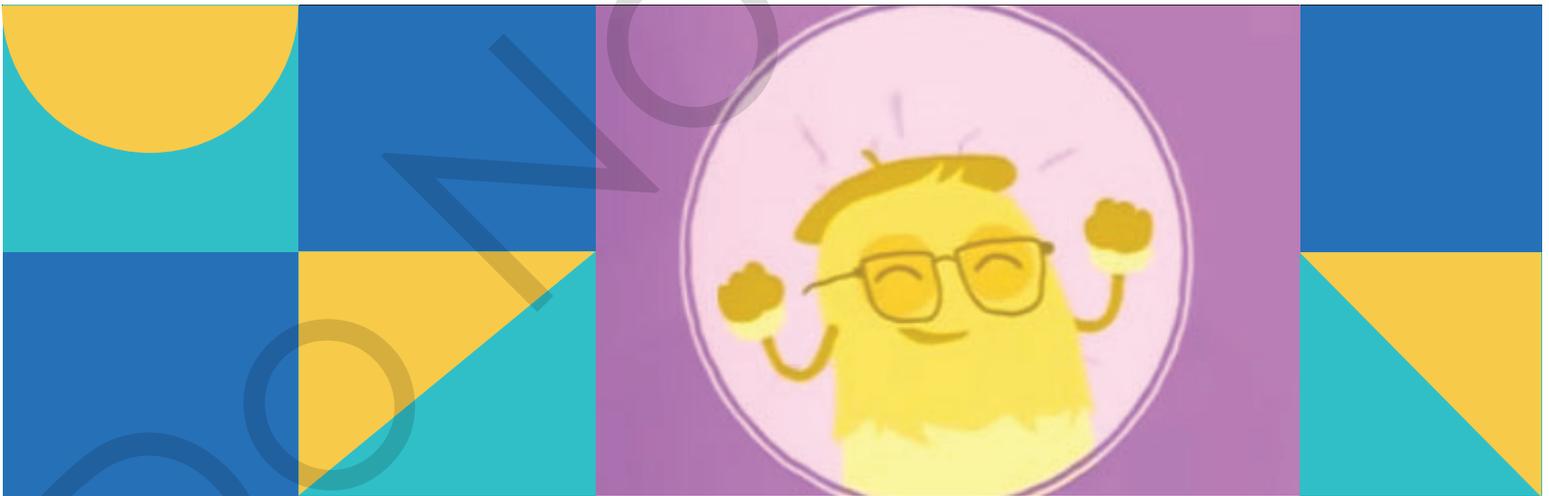


Original: @reahady
Adapted: @manidotes

Key Takeaway

Children don't just listen to what we say—they feel what we feel.

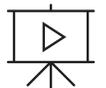
Your emotional state sets the tone. Cultivating calm within yourself is one of the most powerful tools for supporting children's emotional and cognitive development.



Co-Regulation

What It Is and Why It Matters

Video #2



How do we start?

Making the mind shift as teachers and leaders.



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.





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 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.

Reframing Examples

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."

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



What is Self-Regulation?



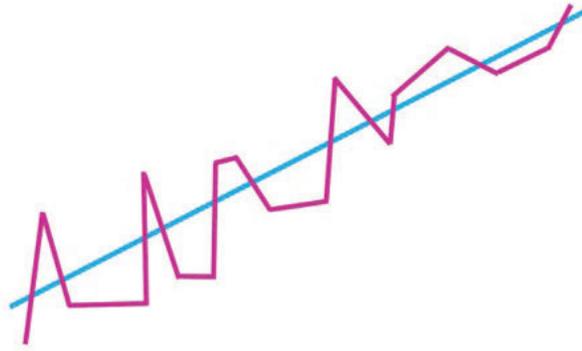
- Executive control enables the conscious self-regulation of perceptions, feelings, thoughts and actions in the pursuit of long-term goals
- Emotional self-regulation refers to the ability to manage disruptive emotions and impulses
- To think before acting

Development and Self-Regulation

- “...the brain systems that enable infants to manage their arousal and calm down take a longer time to mature.”
 - The **adult plays a major role** in helping an infant regulate himself
- The neural networks involved in self-regulation begin to develop shortly after birth, but that part of the brain is not fully developed until adulthood.
- Major factors considered for school readiness for 5-year-olds is the child’s ability to **self-regulate—calm** himself down, focus attention and use words rather than hit another child.

Ross A. Thompson, Janet E. Thompson, and Julia Luckenbill, *The Developing Brain and Its Importance to Relationships, Temperament, and Self-regulation, A Guide to Social-Emotional Growth and Socialization*, 2011.

Executive Control: Skills Development



George McCloskey, The Role of Executive Functions in Reading, Writing and Math: Assessment and Intervention Strategies, July 2024.

Development of self-regulation (or other skills) does not progress in a smooth, continuous upward slope (**blue line**); there are many peaks and valleys along the way (**pink line**). Periods of increased use may be followed by even longer periods of regression or lack of use.

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



The Safe Place: The Self-Regulation Learning Center

Are you ready to implement this structure?

Column A – Yes!

We must **teach** children how to compose themselves and give them the opportunity to **practice**.

All children can learn this skill.

Children can remove themselves as needed and return to class successfully.

Column B – Not yet...

Children should abide by the rules and know how to compose themselves by now.

Some children are too young, old, lazy or manipulative to learn.

Children cannot be trusted to use (rather than abuse) the Safe Place.

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

5 Steps to Self-Regulation

Step 1

I Am Upset:
Signal for child to go to safe place

Step 2

I Calm: Child chooses 1 of 4 core calming strategies*

Step 3

I Feel: Child identifies feeling from poster

Step 4

I Choose: Child chooses book, lotion, dolls, etc.

Step 5

I Solve: Child and teacher work towards a solution

*Adult first uploads/downloads calm to child

Step 1: I Am

When a child is **triggered**, that is a signal to go to the Safe Place. The child can go on their own, with the help of a teacher, or at the suggestion of a friend.



Conscious Discipline® 2/6

Step 2: I Calm

The child picks one of the four core **calming strategies**: S.T.A.R., Drain, Balloon, or Pretzel to help them calm down.



Conscious Discipline® 3/6

Step 3: I Feel

The child identifies their current **feeling state** by pointing to a poster showing feeling images or selecting a Feeling Buddy.



Conscious Discipline® 4/6

Step 4: I Choose

The child chooses an activity from a predetermined set of choices contained in the Safe Place Case. This could include **calming tools** like lotion, drawing/writing supplies, family pictures, etc.



Conscious Discipline® 5/6

Step 5: I Solve

Once the child has calmed and is in an optimal learning state, we can teach a new skill or a new perception to the original trigger. We will **prompt** and **encourage** solutions that may involve environmental changes or new social skills.



Conscious Discipline® 6/6



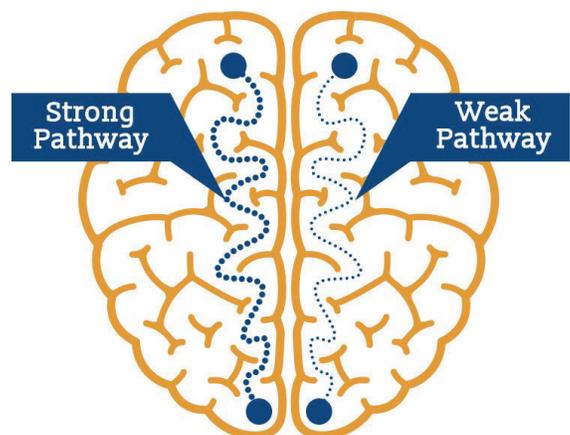
The Power of Attention

- When you are upset, where is your overall focus?
- On the hurt/pain (negative) or the healing/solution (positive)?
- *If our attention is focused on the **problem**, it is not open to a **solution**.*



Attention and Neuroplasticity

- **Negative focus** creates negative pathways which leads to becoming more reactive and hurtful.
- **Positive focus** creates positive pathways – having faith that all is well.
- Active calming strengthens these pathways to become more helpful, peaceful, loving and healthy.



Positive Noticing Examples

“You used gentle hands with your friend. That shows kindness.”

Focuses attention on prosocial behavior and encourages empathy.

“I noticed you cleaned up your area without being asked. That shows responsibility.”

Reinforces independence and self-management.

“You waited your turn so patiently. That shows great self-control.”

Highlights emotional regulation and impulse control.

“You asked for help with your puzzle. That shows problem-solving.”

Encourages help-seeking and persistence.

“You used your words when you felt upset. That shows you’re learning to manage big feelings.”

Supports emotional literacy and communication.

“You helped your friend zip their coat. That shows you care.”

Builds a sense of community and cooperation.

“You listened during circle time. That shows respect for others.”

Reinforces attention and listening skills.

The Skill of Assertiveness

- Confident in behavior or style
- Behaving confidently and able to say in a direct way what you want or believe
- Being assertive means being able to stand up for your own or other people's rights in a **calm** and **positive way**, without being either **aggressive**, or **passively accepting** (wrong)
- Clearly and respectfully communicating one's wants, needs, positions, and boundaries to others

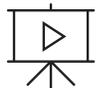




Teaching Assertiveness

to Young Children

Video #3

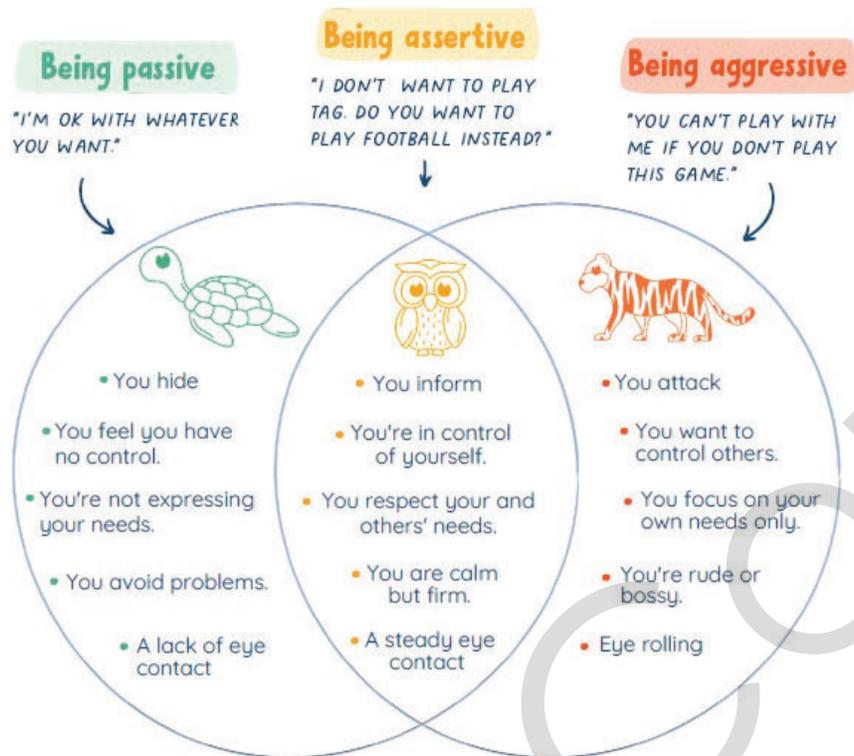


The Skill of Assertiveness

- can help you control stress and anger and improve coping skills.
- can help boost your self-esteem.
- is direct and respectful to yourself and to others.
- demonstrates that you are aware of others' rights and willing to work on resolving conflicts.

Mayo Foundation for Medical Education and Research (MFMER), Jan. 2024.

ACCUSING LANGUAGE	ASSERTIVE LANGUAGE
I want you to stop making me feel so angry.	I felt really upset and hurt
I feel that you don't care about me.	I feel lonely and disconnected from you.
I want you to not be so mean.	I want to be treated with kindness.
I wish you wouldn't be so annoying and loud.	I have a hard time focusing when there's loud noises.
I'd like for you to stop bossing me around.	I'd prefer to make my own decision about this.



Assertiveness Commands

The more senses you can incorporate, the more effective your assertive commands will be.

Examples of commands to go with each sense:

- **Visual:** Utilize eye contact and gestures
- **Auditory:** State the child's name and your expectations
- **Kinesthetic:** Move into proximity with the child
- **Tactile:** Touch the child, offering gentle guidance
- **Energetic:** With a loving, positive intent for clarity and success

Assertive Commands to Groups

1

Get the group's attention with a signal (be consistent).

Blink lights, ring bell, song or chant, then lead S.T.A.R. or other breath

2

Notice the children who stop.

"[Name], you stopped, looked and are ready to listen."

3

Verbally tell the children what you want them to do.

Classroom Strategies Assertiveness

- Create safety through predictability and consistency
- **Visual Routines:** schedule, handwashing, lining up, arrival, Individual (books), etc.
- **M.A.P.** method:
 - **Model** your procedure and expectations
 - **Add** visuals
 - **Practice, practice, practice**

Sensory Table Routine Rutina de la Mesa Sensorial

Wash your hands
Lavarse las manos



Keep it in the bin
Manténgalo en el recipiente



Keep a calm body
Mantenga un cuerpo tranquilo



Clean up spills
Limpie los derrames



QES is generously funded by The Children's Board of Hillsborough County, in partnership with CALM, EIM & HCC





The Power of Free Will

"I am in charge of me, and I am the only person who can make myself change."

"You are in charge of you, and you are the only person who can make yourself change."

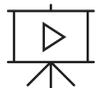


Power of Free Will

The Power of Free Will

with Dr. Becky Bailey

Video #4



The Skill of Choices

Definition of “choice”

An act of selecting or deciding when faced with two or more possibilities.

Synonyms of “choice”

option

alternative

selection

preference

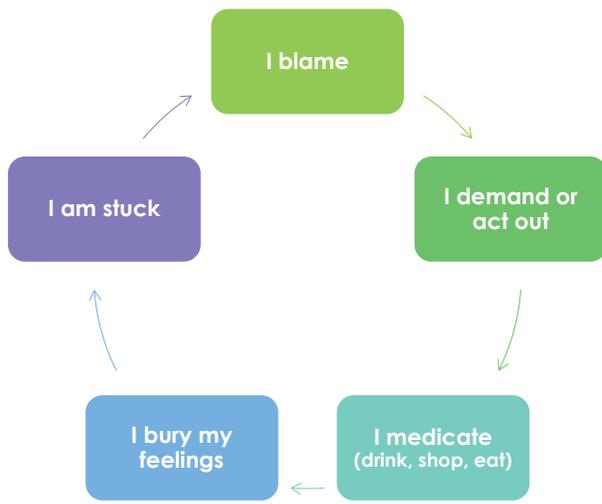
The Skill of Choices

Offering children 2 positive choices allows children to honor our wishes while honoring their power of free will.

“You have a choice. You can either start with your mashed potatoes (positive) or your meat (positive). Which do you choose?”

Teaches autonomy and personal responsibility while also encouraging children to choose compliance.





Reframing Blame

We have a choice to regain our power when we're upset. We can choose to pause, calm down and think of solutions instead of blaming others.

Choices – All Through the Day

Allow children to exercise their free will by offering choices:

- How would you like to be greeted today?
- Which breathing technique would you like to do today?
- Which ILY Ritual would you like to say today?
- Would you like to use markers or crayons?
- Would you like some help to calm down?

Morning Greetings



Making choices builds will power and self-esteem. A positive sense of self is one of the greatest gifts you can give your child. Children with high self-esteem feel loved and competent and develop into happy, productive people.

Connection

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

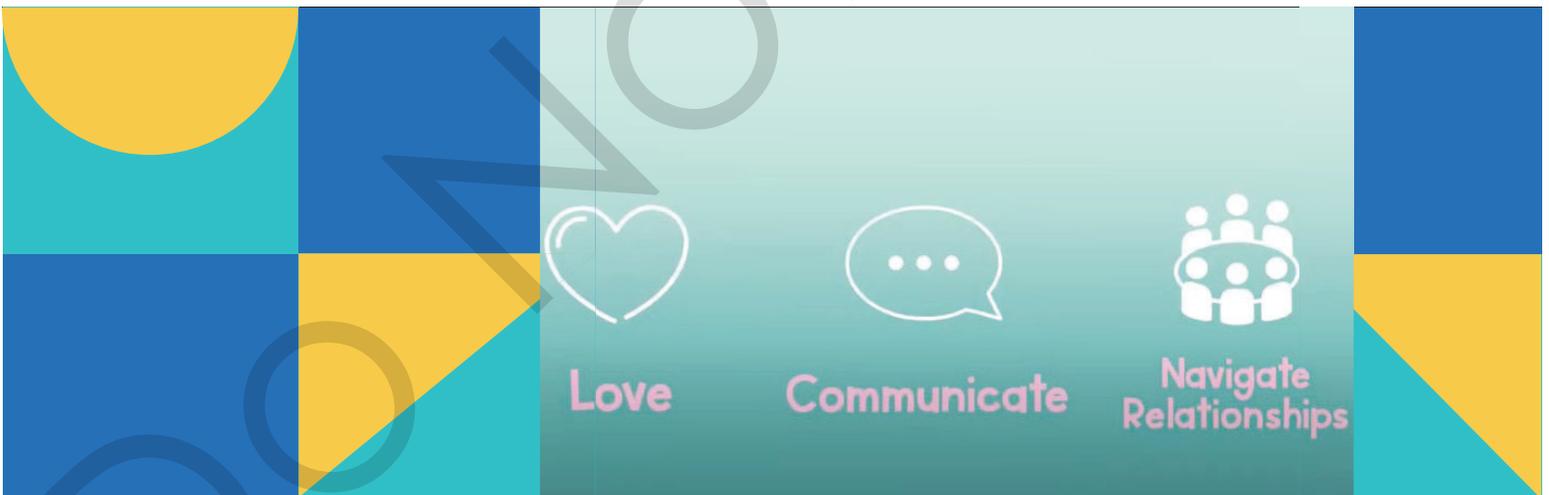
Caring or willingness comes from a relationship with others (connection). Disconnected children don't care, so no consequence or punishment will work. This is one reason we often see the same children punished over and over.



Fostering Adult-Child Connections

Through responsiveness and attunement:

- Eye Contact
- Touch
- Presence
- Playfulness



Love



Communicate

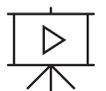


Navigate Relationships

5 Healthy Ways

to Connect

Video #5



Connection Rituals

“Good Morning! How would you like to be greeted today?”



Connection Ritual - to achieve eye contact, touch, and presence in a playful situation



Cultivating Your Inner Calm

Quick Emotional Resets

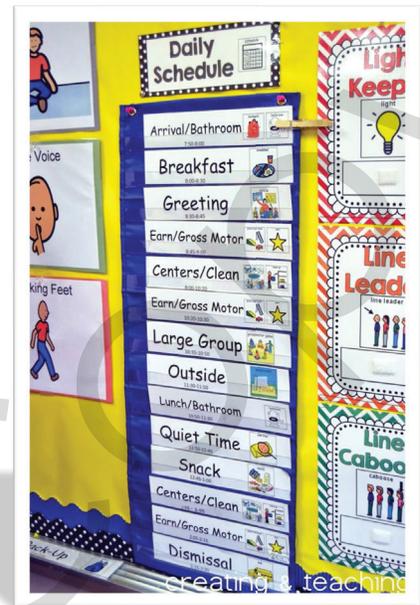
- **“Name it to tame it!”**: Silently label your emotion (“I’m feeling overwhelmed.”) to reduce its intensity.
- **5-Second Pause**: Before reacting, take a deep breath and count to five. This helps shift from reactive to responsive.
- **Sensory Anchors**: Keep a calming item nearby (smooth stone, scented lotion, textured fabric) to ground yourself during stressful moments.



Cultivating Your Inner Calm

Routine-Based Regulation

- **Morning Rituals:** Start the day with a calming routine—music, tea, or a short affirmation (“I bring calm to my classroom.”).
- **Transition Cues:** Use consistent signals (chimes, songs) to help both you and the children shift smoothly between activities.
- **Visual Schedules:** These help reduce unpredictability for kids and give teachers a sense of control and flow.



Cultivating Your Inner Calm

Cognitive Tools

- **Positive Reframing:** Instead of “This child is difficult,” try “This child is communicating a need I haven’t understood yet.”
- **Micro-Journaling:** Jot down one sentence at lunch/nap/break time about how you’re feeling or what went well.
- **Mantra Practice:** Use calming phrases like “I am safe. I am calm. I am capable. I can handle this.”

JOURNAL PROMPTS ✦



SELF-REFLECTION

Reflect on a recent success or challenge. How did it make me feel? What did I learn from it? What would I want to do differently next time?



GRATITUDE

List three things you're grateful for and why.



GOAL SETTING

What is one goal I'm working on this month? What's one thing I can do each week to help me reach my goal? What motivates me to reach my goals?

Cultivating Your Inner Calm

Movement & Breaks

- **Stretch with the Kids:** Incorporate yoga or movement breaks that benefit both you and your students.
- **Mini Walks:** Step outside for 2 minutes during lunch/break/nap time to reset your nervous system.
- **Dance It Out:** Use music transitions as a chance to move and release tension.



Cultivating Your Inner Calm

Social and Environmental Support

- **Buddy System:** Pair with a colleague for regular check-ins or venting sessions.
- **Calm Corner/Safe Place for Teachers:** Create a small space in the classroom or break room with soft lighting, a chair, and calming visuals.
- **Ask for Help:** Don't hesitate to delegate or request support from aides or administrators.



Find your inner optimist!

Especially when things are feeling a bit tough, it can help to set some goals. Making goals achievable and ensuring that you have a few short term as well as longer term, more ambitious goals helps us feel we're making progress. It doesn't matter if your goal for the day is something small, the important thing is to give yourself the opportunity to feel like you've achieved something and to celebrate that!

This month's calendar is full of ideas to help you think about how you can put this into practice.

Optimistic October 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1 Write down three things you can look forward to this month	2 Find something to be optimistic about (even if it's a difficult time)	3 Take a small step towards a goal that really matters to you	4 Start your day with the most important thing on your to-do list	5 Be a realistic optimist. See life as it is, but focus on what's good
6 Remind yourself that things can change for the better	7 Look for the good in people around you today	8 Make some progress on a project or task you have been avoiding	9 Share an important goal with someone you trust	10 Take time to reflect on what you have accomplished recently	11 Avoid blaming yourself or others. Find a helpful way forward	12 Look out for positive news and reasons to be cheerful today
13 Ask for help to overcome an obstacle you are facing	14 Do something constructive to improve a difficult situation	15 Thank yourself for achieving the things you often take for granted	16 Put down your to-do list and do something fun or uplifting	17 Take a small step towards a positive change you want to see in society	18 Set hopeful but realistic goals for the days ahead	19 Identify one of your positive qualities that will be helpful in the future
20 Find joy in tackling a task you've put off for some time	21 Let go of the expectations of others and focus on what matters to you	22 Share a hopeful quote, picture or video with a friend or colleague	23 Recognise that you have a choice about what to prioritise	24 Write down three specific things that have gone well recently	25 You can't do everything! What are your three priorities right now?	26 Find a new perspective on a problem you face
 27 Be kind to yourself today. Remember, progress takes time	28 Ask yourself, will this still matter a year from now?	29 Plan a fun or exciting activity to look forward to	30 Identify three things that give you hope for the future	31 Set a goal that brings a sense of purpose for the coming month		

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
<input type="text"/>	<input type="text"/>
* Center Name	* Center Type
<input type="text"/>	<input type="radio"/> Center Based
	<input type="radio"/> Family Child Care Home
* Center Address	
* Street Address	<input type="text"/>
Address line 2	<input type="text"/>

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!



@ hccqees

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



QEEES Learning Line

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



@ hcc_qees

https://x.com/hcc_qees



QEEES - Quality Early Education System

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



Prizes

September Winners:

- Kenya M.
- Rita D.
- Sherma H.
- Virginia C.
- Wendy T.





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/69SCJSX>
- Register for other workshops:
 - QEES October 18th
 - CALM/ELM October 23rd
 - CALM November 1st
- 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

October 9th 6pm-8pm



ELM Early
Literacy
Matters

The Impact of Play-Based
Learning on Child Development

In Service only (English & Spanish)

HCC Ybor Building – Ybor Room
2001 N 14th St, Tampa, FL 33605

October 18th 9am-11am



Child Care Licensing Rules and
Regulations Refresher

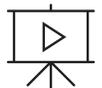
In Service only (English & Spanish)

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



We Wish You Well

Video #6



Contact Us

Marni Fuente

mfuente@hccfl.edu

813-259-6415

Denise Pullano

dpullano@hccfl.edu

813-259-6474

Laura Villalobos

lvillalobos@hccfl.edu

813-259-6555

