



Conscious Awareness Learning Model

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

Repair and Restore: Navigating Conflict Mindfully

May 16, 2026

Funded by:



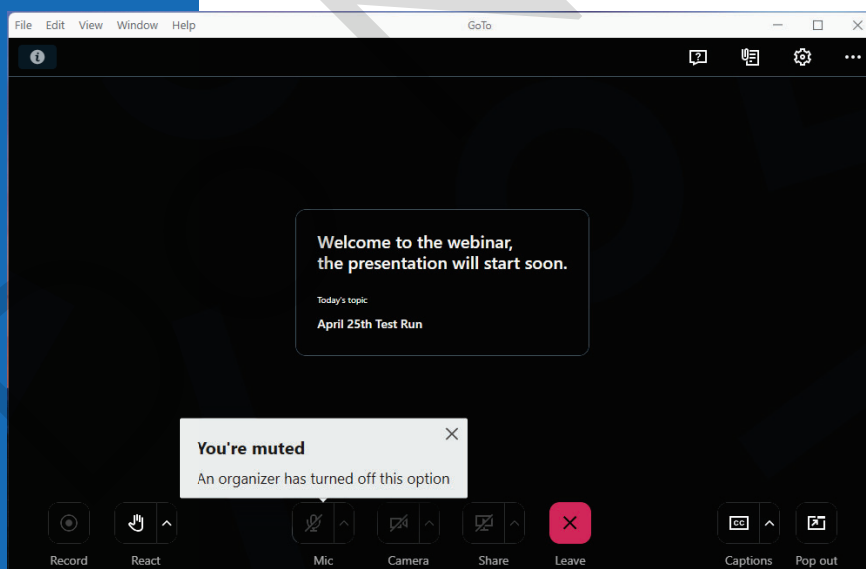
In partnership with:



HILLSBOROUGH COLLEGE



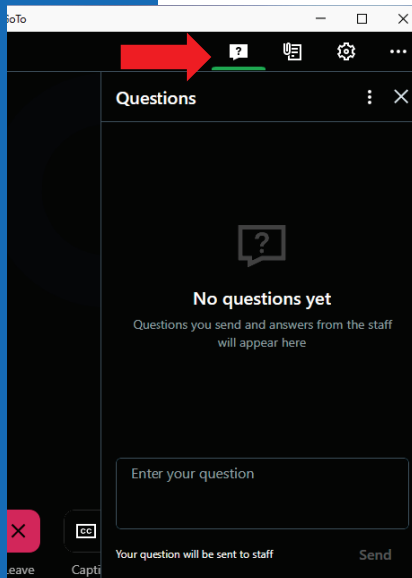
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New User Interface!

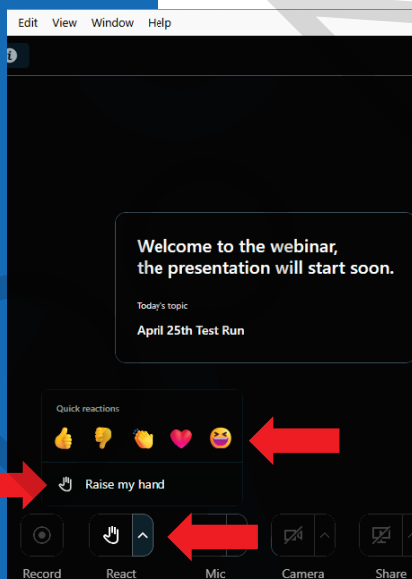
- You are all currently muted and our access to your camera is turned off.
- The new "control panel" is on the top and bottom of the screen.
 - Top: Questions, Materials, Setting & More
 - Bottom: React, Mic, Leave, Captions & Pop out

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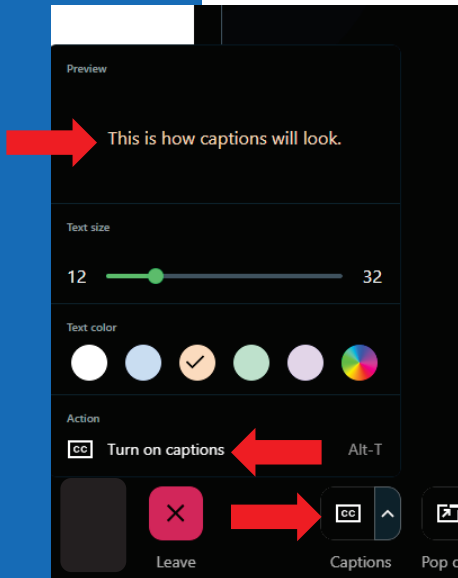
- If you have a question at any point during the webinar, you can go to the "Questions" tab and type it out.
- Send any questions regarding technical difficulties or using GoTo through this menu.
- We will have a time during the webinar to read and answer questions submitted through the "Questions" menu

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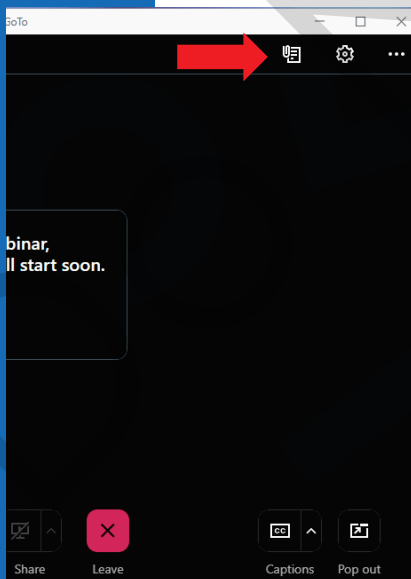
- If you have a question and want to be unmuted to speak, click on "React" and then "Raise my hand."
- You can now send us reaction emojis!

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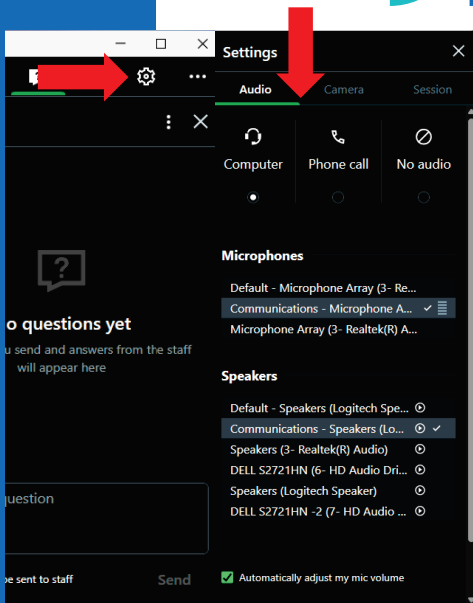
- If you want to turn on live closed captions, click on "Captions" and then "Turn on captions."
- You can also change the text size and color.
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- You will find the copy of the session PowerPoint available for you to download under the "Materials" menu (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)

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- If you have audio problems at any point during the session, make sure you are connected via "Computer audio" in the "Settings – Audio" tab
 - For those on the mobile application make sure it says "You are connected using the internet" under the "Settings – 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

April 25th Test Run

Mon, Apr 20, 2026 2:00 PM - 3:00 PM EDT

Hello **Lala Villa**, thanks for registering for "April 25th Test Run."

Before joining, be sure to [check system requirements](#) to avoid any connection issues. Learn more about your attendee experience [here](#).

How to join the webinar

Mon, Apr 20, 2026 2:00 PM – 3:00 PM EDT | Webinar ID: 596-985-243

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- 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
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 - Participants are sent unique registration links attached to their first and last names for the Attendee Report

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- 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/DW6HMVG>
- Get ready!



Things you will learn today!

- | | | |
|---|--|---|
| 01 What is CALM and Why It Matters | 02 Review from Session 6: The Power of Language | 03 Conflict Types and Common Causes |
| 04 The Neuroscience of Conflict | 05 Conflict and Conscious Discipline | 06 Common Conflicts Among Children |
| 07 Common Conflicts Among Adults | 08 Remediating Family-Staff Misalignment | 09 Adopting a Problem-Solving Approach |

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.

Good morning, good morning

Let's get ready the brain smart way

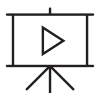
Good morning, good morning

Get ready to start the day

Get Ready!

It Starts in the Heart CD – Track 2

Video #1



Review from Session 6

Language Shapes the Brain

Children internalize our words — what we say becomes their inner voice.

Tone Matters More Than Words

Children feel our tone, body language, and presence before they process what we say.

Intention Guides Language

Pause and choose words that align with your goal: teaching, not controlling.

Assertive, Encouraging Language Builds Skills

Clear, calm limits and strength-based noticing create safety and confidence.

Consequences Teach, Not Punish

Use language that helps children understand cause and effect while preserving dignity.



Take Notes

- Jot down ideas to try with your children.
- Take notes to capture ideas that inspire you.
- Pause, reflect, and write as you learn.
- Write down strategies you want to use right away.
- Keep notes to support your practice.



What is Conflict?

- Conflict is a natural, often inevitable, disagreement or clash between individuals or groups regarding opposing interests, needs, views, or goals.
- It represents a perceived incompatibility of actions or intentions, ranging from minor disputes to violent confrontations.
- While often associated with stress, it can also act as a catalyst for innovation and strengthened relationships.

Types of Conflict

Intrapersonal: Internal, psychological struggles within an individual.

Interpersonal: Conflict between two or more individuals.

Intragroup: Disagreements occurring within a single group or team.

Intergroup: Clashes between different groups, departments, or communities.

Common Causes of Conflict

- **Incompatible Goals:** When parties want different, opposing outcomes.
- **Differing Values or Beliefs:** Clashing principles or perspectives.
- **Miscommunication/Misunderstanding:** Misinterpreting intentions or information.
- **Competition for Resources:** Competition for limited resources, such as money, time, or power.



Conflict often starts when one party perceives that their interests are not being met and initiates a change, bringing another party into the disagreement.

It can escalate if left unaddressed or be managed through constructive communication.

"Good" vs. "Bad" Conflict

HEALTHY/CONSTRUCTIVE CONFLICT

- Encourages debate
- Prevents stagnant thinking
- Strengthens team cohesion

UNHEALTHY/DESTRUCTIVE CONFLICT

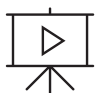
- Leads to dysfunction & unnecessary stress
- Strains relationships
- Makes it difficult to function effectively (individually and as a team)



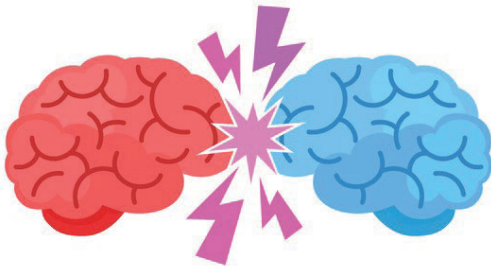
Conflict vs. Bullying

National Bullying Prevention Center

Video #2



Why Conflict Feels Threatening



Conflict Activates the Survival Brain

When conflict happens, the brain may interpret it as a threat to:

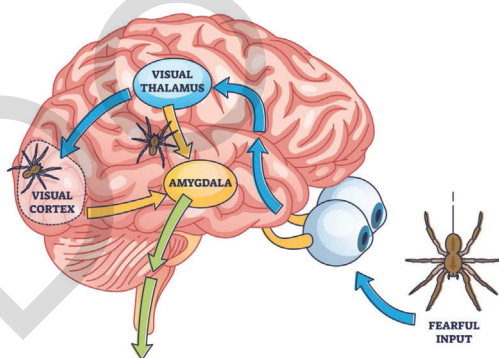
- Safety
- Belonging
- Control
- Connection

What We May See in Preschoolers

- Crying
- Hitting or yelling
- Running away
- Shutting down
- Refusing to cooperate

The Neuroscience of Conflict

AMYGDALA FUNCTION



Conflict isn't just about facts, an "attack" can feel personal.

- The amygdala (your brain's alarm system) detects a threat to belonging, control, or respect and send out hormone signals.
- In conflict, logic and empathy go offline and your limbic system takes the wheel when it's about protection, not connection.
- To re-engage your "thinking brain" name and validate the feelings. This engages the default mode network to help rebalance your brain chemistry.

Survival Brain vs. Problem-Solving Brain

Survival State Brain

- Fight, flight, freeze
- Reactive
- Emotional overwhelm
- Impulsive behavior
- “I need to survive.”

Executive State Brain

- Thinking and learning
- Reflective
- Emotional regulation
- Problem-solving
- “I can work this out.”

Emotional Contagion

Emotions spread quickly in preschool environments.



Children notice:

- Tone of voice
- Facial expressions
- Body language
- Energy and pace

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.

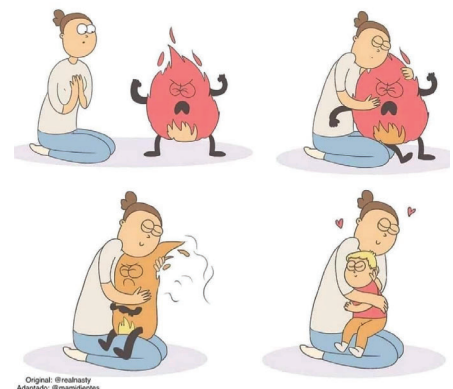
Calm Breeds Calm

- **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



The Brain Must Feel Safe Before It Can Solve Problems



What Doesn't Work During Dysregulation:

- Lectures
- Threats
- Reasoning too soon
- "Use your words!" while overwhelmed

Regulate first. Resolve second.

Remember:

Conflict is a skill-building opportunity.

Ask yourself, "Am I trying to stop the conflict... or teach through it?"



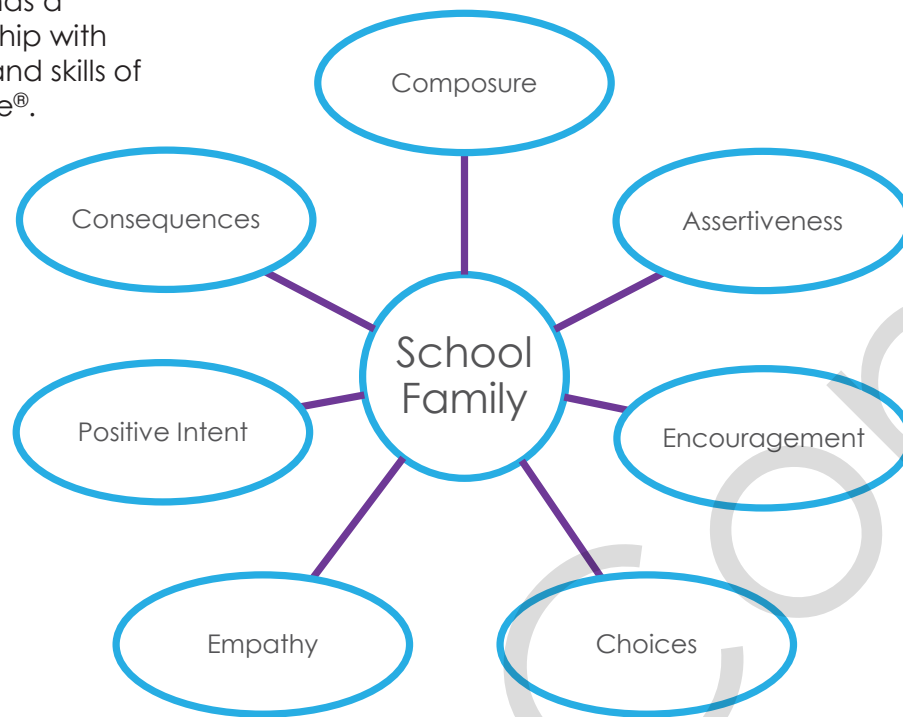
Conscious Discipline® Skills, Powers, and Structures

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 • Safe Place • Friends & Family Board • Brain Smart Start • Safekeeper Ritual • Greeting & Goodbye Ritual	Structures • Visual Routines • Visual Daily Schedule • Time Machine • Transition Rituals • Social Stories	Structures • I Love You Rituals • Ways to Be Helpful • Meaningful Jobs	Structure • Picture Rule Cards	Structure • We Care Center	Structures • Celebration Center • Wish Well Board • Absent Child Ritual	Structure • Class Meeting

7 Powers of Conscious Adults	7 Skills for Discipline & Connection	Integration with Conflict Resolution
Power of Perception: No one can make you angry without your permission.	Skill of Composure: Regulate yourself first.	Conflict is an opportunity to teach, not punish.
Power of Unity: We are all in this together.	Skill of Encouragement: Build belonging and confidence.	Conflict can strengthen relationships and community.
Power of Attention: What you focus on, you get more of.	Skill of Assertiveness: Set clear, respectful limits.	Focus on solutions, skills, and connection.

7 Powers of Conscious Adults	7 Skills for Discipline & Connection	Integration with Conflict Resolution
Power of Free Will: The only person you can change is yourself.	Skill of Choices: Teach responsibility and problem-solving.	Choose calm, intentional responses.
Power of Acceptance: The moment is as it is.	Skill of Empathy: Help children feel seen and understood.	Accept emotions first before moving to solutions.
Power of Love: See the best in others.	Skill of Positive Intent: See behavior as communication.	Children are learning skills, not giving us a hard time.
Power of Intention: Mistakes are opportunities to learn.	Skill of Consequences: Teach cause and effect with dignity.	Respond with the goal of teaching and connection.

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



Common Conflicts Among Children



1. Sharing & Turn-Taking

- Wanting the same toy or material
- Difficulty waiting for a turn
- Grabbing items without asking

2. Space & Boundaries

- Crowding during play
- Pushing or blocking access to materials
- Not recognizing personal space

Common Conflicts Among Children



3. Communication Breakdowns

- Limited language to express needs
- Misunderstanding peers' intentions
- Using yelling, crying, or hitting instead of words

4. Big Feelings in Play

- Frustration when things don't go as planned
- Upset when a structure is knocked down
- Disagreements about how to play or the "rules"

Common Conflicts Among Children



5. Power & Control Struggles

- "You're not playing right"
- One child directing all the play
- Excluding peers from a game or area

6. Accidental Harm

- Rough play that becomes too rough
- Running into peers
- Unintentional knocking over of work



Example Scenario: Toy Truck Conflict

Situation: Two children both want the same truck.

Reactive Adult Response:

- "Give it back right now!"
- "No one plays with the truck now!"

Conscious Adult Response:

- "You both want the truck."
- "You're feeling upset."
- "Let's solve this together."

Teaching Emotional Language During Conflict

Skill of Empathy: Help children feel heard and understood.

"You're feeling frustrated."

"You both wanted the same toy."

Skill of Assertiveness: Teach children to communicate clearly and safely.

"I don't like that."

"Stop. I'm using this."

Skill of Choices: Support problem-solving and cooperation.

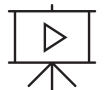
"You may take turns or find another toy together."

"What is a helpful and safe solution?"

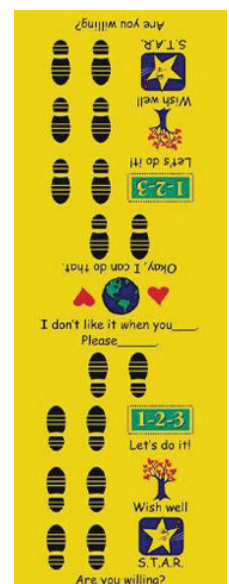


Adopting a Problem-Solving Approach to Conflict in the Classroom

Video #3



Conflict Resolution Time Machine



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.

Common Conflicts Among Adults

1. Communication Gaps

- Mixed messages about expectations or routines
- Important info not shared in a timely way
- Tone or wording interpreted differently than intended

2. Differences in Teaching Styles

- Varied approaches to behavior guidance
- Conflicting ideas about structure vs. flexibility
- Tension around how to handle challenging behaviors



Common Conflicts Among Adults

3. Uneven Workload or Role Clarity

- Feeling like responsibilities aren't evenly shared
- Unclear division of tasks during transitions or cleanup
- Frustration when expectations shift without discussion

4. Stress & Emotional Spillover

- Personal stress impacting interactions
- Short tempers during busy or chaotic moments
- Difficulty giving or receiving feedback under pressure



Common Conflicts Among Adults



5. Conflict About Classroom Management

- Disagreements about routines, schedules, or pacing
- Inconsistency in enforcing rules or expectations
- Tension around safety practices or supervision

6. Team Dynamics & Power Struggles

- One person taking over decision-making
- Feeling unheard or dismissed in planning
- Resistance to change or new ideas

Common Conflicts Among Adults



7. Family-Staff Misalignment

- Miscommunication with families that spills into staff relationships
- Differing expectations about behavior, discipline, or communication
- Stress when navigating sensitive family situations



Example Scenario: Different Discipline Approaches

Situation: One teacher wants stricter consequences; another prioritizes connection.

Trigger Response:

- "You're too soft!"

Conscious Response:

- Pause before reacting
- State observations respectfully
- Focus on shared goals

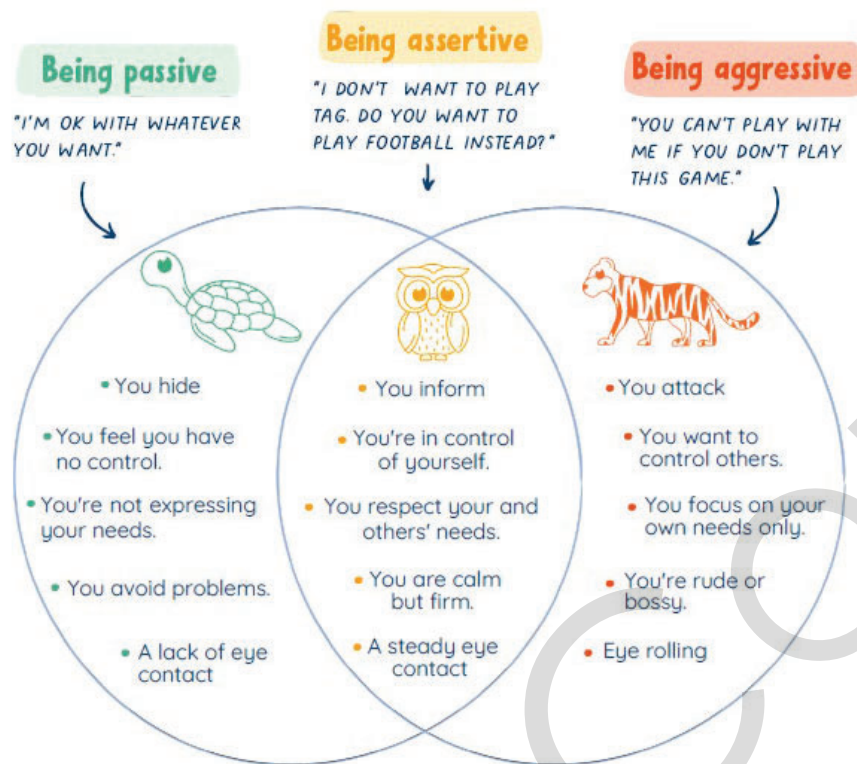
"I want us both to feel supported while helping children learn safely."

Assertive Communication

- 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.



Remedying Family-Staff Misalignment



- **Communicate clearly:** share expectations early and consistently
- **Stay curious:** ask about home routines and values
- **Use shared language:** align key phrases and expectations
- **Address concerns early:** quick, private check-ins
- **Build trust:** explain the "why" and share small updates
- **Create a simple joint plan:** agree on steps for home + school

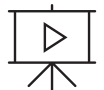


Building Relationships with Families

Building Positive Relationships

with Families

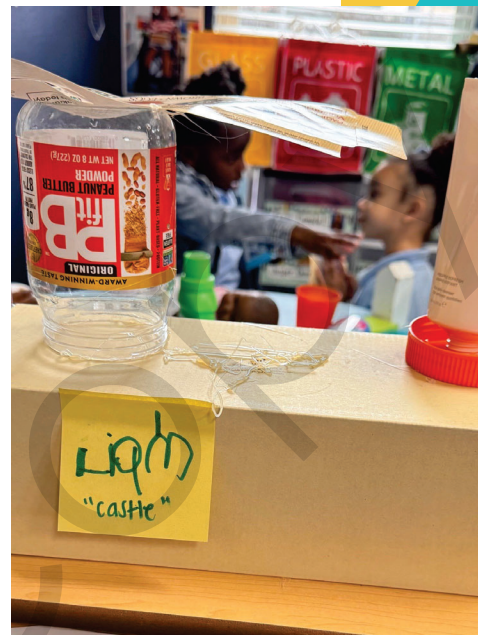
Video #4



Open-ended, Sensory, Choice Play Supports Child Development & School Readiness

Area of Development:	How open-ended, sensory, choice play helps:
Cognitive Skills	Strengthen problem-solving, exploration, and flexible thinking.
Language & Communication	Encourage descriptive language, conversation, and explaining ideas.
Fine Motor Development	Build hand strength and coordination through pouring, pinching, building, and creating.
Self-Regulation & Focus	Support calming routines, sustained attention, persistence, and adapting to challenges.
Social-Emotional Growth	Promote cooperation, turn-taking, confidence, and shared problem-solving.

QEEs in Action: Hands-On Play



QEEs in Action: Hands-On Play



Key Takeaways

Conflict is a Learning Opportunity

Conflict is a natural part of relationships and provides opportunities to teach communication, empathy, and problem-solving skills.

Regulation Comes Before Resolution

Children and adults must feel safe and calm before effective problem-solving can happen.

Connection Reduces Escalation

Empathy, calm presence, and respectful communication help move the brain out of survival mode.

Assertive Communication Protects Relationships

Clear, kind, and respectful language creates safety while addressing problems directly.

Adults Model the Skills Children Learn

How adults handle conflict teaches children how to handle their own emotions and relationships.

Meaningful May 2026

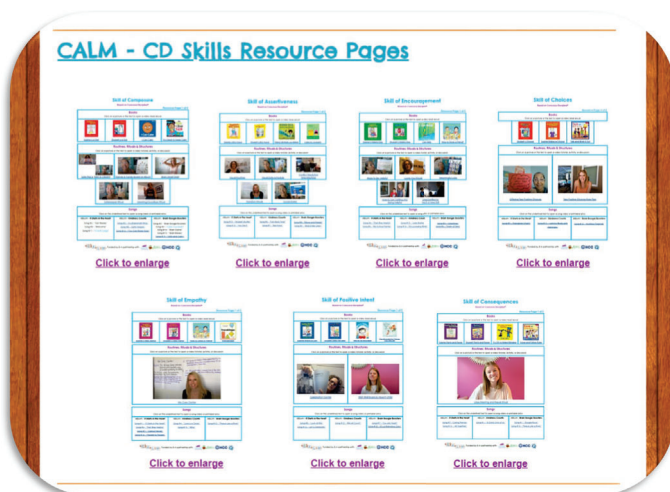
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						
4 Send your friend a photo from a time you enjoyed together	5 Let someone know how much they mean to you and why	6 Look for people doing good and reasons to be cheerful	7 Make a list of what matters most to you and why	8 Set yourself a kindness mission to help others today	9 What values are important to you? Find ways to use them today	10 Be grateful for the little things, even in difficult times
11 Look around for things that bring you a sense of awe and wonder	12 Listen to a favourite piece of music and remember what it means to you	13 Find out about the values or traditions of another culture	14 Get outside and notice the beauty in nature	15 Do something to contribute to your local community	16 Show your gratitude to people who are helping to make things better	17 Find a way to make what you do today meaningful
18 Send a hand-written note to someone you care about	19 Reflect on what makes you feel valued and purposeful	20 Share photos of 3 things you find meaningful or memorable	21 Look up at the sky. Remember we are all part of something bigger	22 Find a way to help a project or charity you care about	23 Recall three things you've done that you are proud of	24 Make choices that have a positive impact for others today
25 Ask someone else what matters most to them and why	26 Remember an event in your life that was really meaningful	27 Focus on how your actions make a difference for others	28 Do something special and revisit it in your memory tonight	29 Today do something to care for the natural world	30 Share a quote you find inspiring to give others a boost	31 Find three reasons to be hopeful about the future

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](#)

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QEEES - Quality Early Education System

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Prizes

April Winners:

- Brenda T.
- Crystal Y.
- Faye C.
- Lydia S.
- Maylen U.





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/GC2JSZS>
- Register for other workshops:
 - CALM/ELM May 21st
 - CALM June 6th
 - ELM June 11th
 - QEES June 13th
- 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

May 21st 6pm-8pm



Calming & Connecting
Preschoolers through Storytelling
In Service only (English & Spanish)

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

June 11th 6pm-8pm



Creating Intentional Classroom
Environments
In Service only (English & Spanish)

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

Virtual Saturday Sessions



2025-2026 Saturday
Session Calendar

All sessions 9:00am-12:00pm

Register online at

www.calmhcc.org/register

0.5 CEUs - Must attend both sessions

April 25, 2026 - Session 6

The Power of Language - Words That Teach, Not Trigger

May 16, 2026 - Session 7

Repair and Restore - Navigating Conflict Mindfully

0.25 CEUs

June 6, 2026 - Session 8

Integrating It All - Creating A Culture of Compassionate Discipline

In person session (limited space) 6pm-8pm

July 9, 2026 - Session 9

Conscious Discipline: A Whole-Brain, Whole-Heart Approach

0.25 CEUs

August 1, 2026 - Session 10

Starting with Intention - Setting the Tone for a Calm, Connected Year

Cycle 10 Session Calendar changes:

- **Session 9 – July 9th (in person)**
 - Limited space available
 - Location TBD

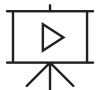




We Wish You Well

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

Video #5



Contact Us

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