



# Conscious Awareness Learning Model

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

Starting with Intention: Setting the Tone for a CALM, Connected Year

August 1, 2026

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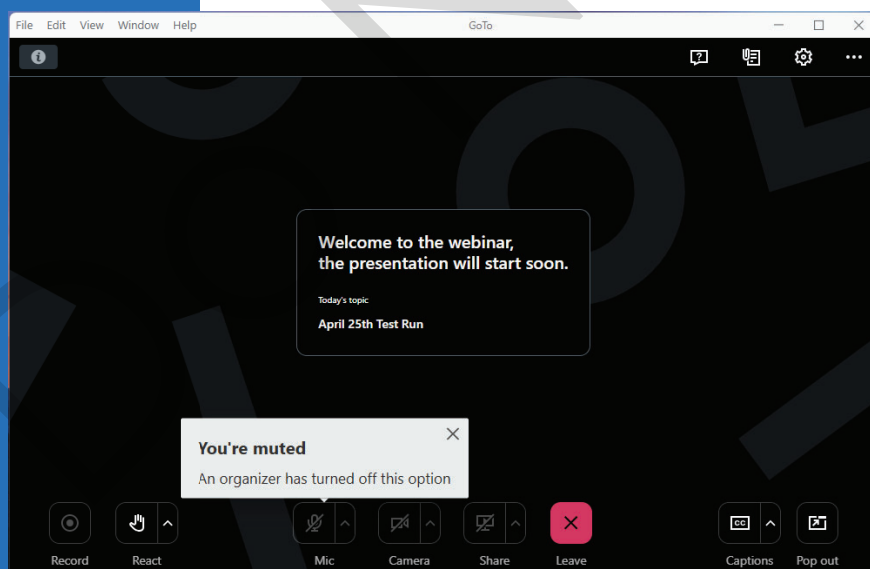
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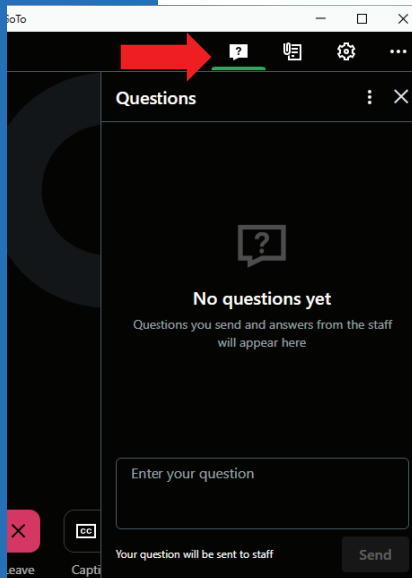
## GoToWebinar



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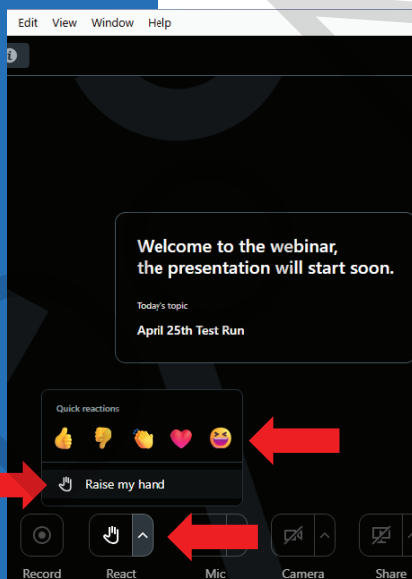
- You are all currently muted and our access to your camera is turned off.
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  - Top: Questions, Materials, Setting & More
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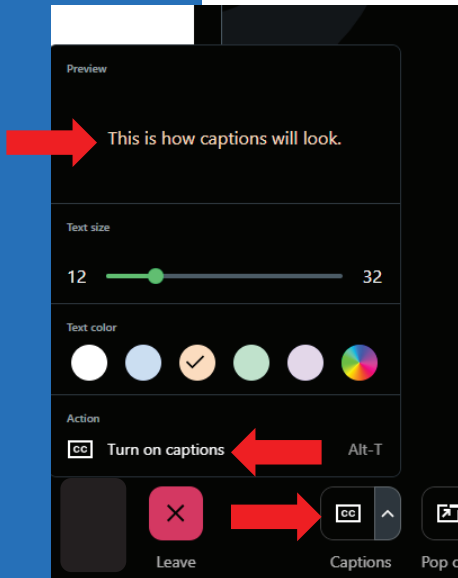
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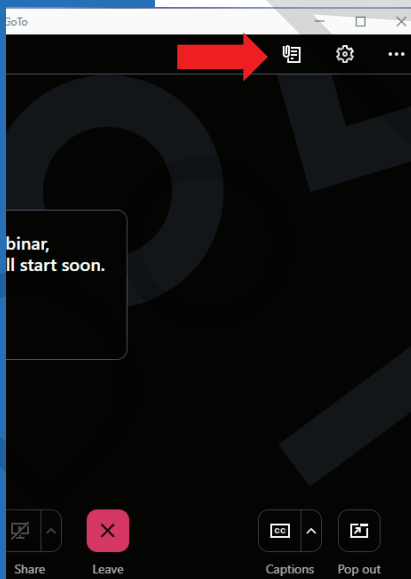
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- You can now send us reaction emojis!

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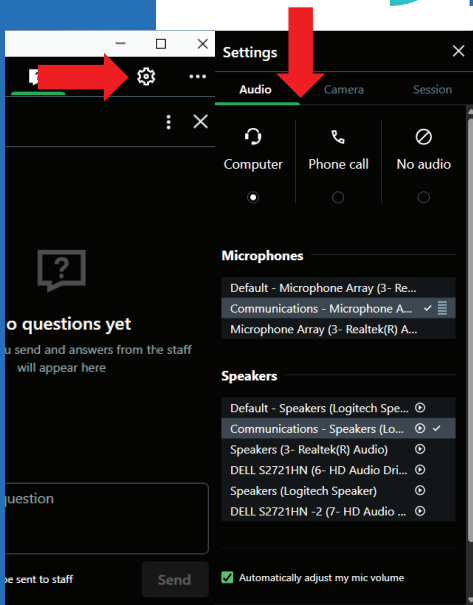
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- You will find the copy of the session PowerPoint available for you to download under the "Materials" menu (in English and Spanish)
- All videos used in the presentation are linked in the handouts (click on the image in the PDF file and it will open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

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

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

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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/6N65JPG>
- Get ready!



# Things you will learn today!

- |                                                            |                                                           |                                                        |
|------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|
| 01 <b>What is CALM and Why It Matters</b>                  | 02 <b>Review from Session 8: Compassionate Discipline</b> | 03 <b>First Impressions &amp; What Children Notice</b> |
| 04 <b>The Conscious Discipline Brain State Model</b>       | 05 <b>Using the Brain Smart Start</b>                     | 06 <b>Building a School-Wide Culture</b>               |
| 07 <b>The Foundation of Safety: Routines &amp; Rituals</b> | 08 <b>The Power of Intention with Examples</b>            | 09 <b>The Power of Attention and the Brain</b>         |

## What is CALM?

The Conscious Awareness Learning Model (CALM):

- provides universal social-emotional training to early education providers and families
- uses the Conscious Discipline® approach
- integrates positive psychology, trauma-informed practices, brain research and mindfulness



CALM is generously funded by:



**Children's Board**  
HILLSBOROUGH COUNTY

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



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

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

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



## **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.

Good morning, good morning

**Let's get ready the brain smart way**

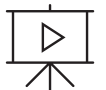
Good morning, good morning

**Get ready to start the day**

# Get Ready!

It Starts in the Heart CD – Track 2

Video #1



## Review from Session 8

### **Compassionate Discipline Begins with the Adult**

Children learn emotional regulation, communication, and problem-solving by observing the adults who guide them every day.

### **Connection and Safety Create the Conditions for Learning**

When children feel safe, seen, and valued, their brains are more open to learning, cooperation, and healthy relationships.

### **Small, Consistent Practices Build Lasting Habits**

Daily routines, rituals, and intentional responses strengthen neural pathways and help positive behaviors become automatic over time.

### **Mindfulness Supports Resilience for Children and Adults**

Regular mindfulness practices help reduce stress, increase self-awareness, and build the capacity to respond calmly during challenges.

### **Culture Is Created Through Daily Choices and Interactions**

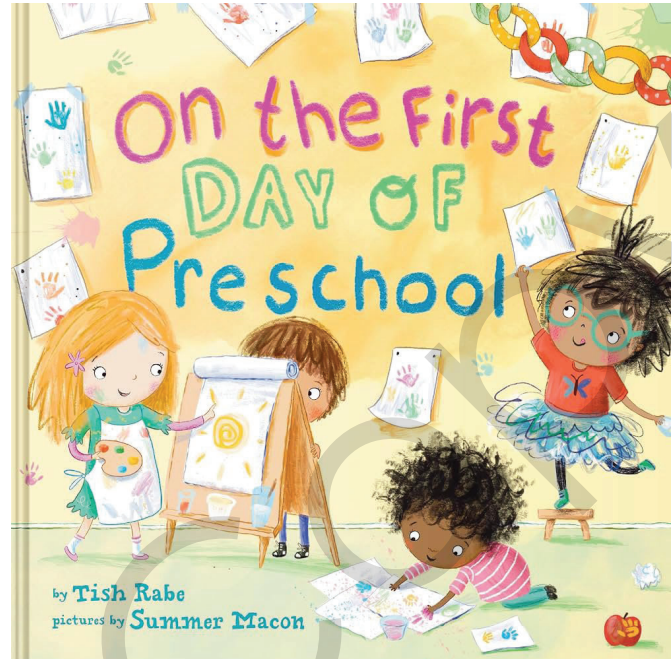
Every greeting, conversation, routine, and response contributes to a classroom culture rooted in compassion, connection, and belonging.

# First Impressions Shape Classroom Culture

From the moment they enter your classroom, children are wondering:

- **Am I safe here?**
- **Do I belong here?**
- **Can I trust the adults who care for me?**

The answers to these questions are shaped by your words, actions, routines, and presence, not by your classroom rules alone.



## What Children Notice on Day One

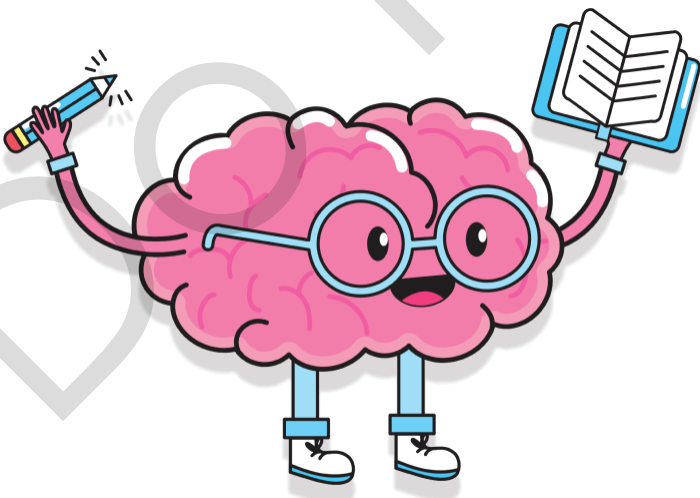
Children pay attention to:

- How you greet them
- The tone of your voice
- Your facial expressions
- How you respond to mistakes and emotions
- The organization and predictability of the classroom



**Before children are ready to learn from us, they need to feel safe with us. The first impressions we create become the foundation for trust, connection, and learning throughout the year.**

## **Safety Comes Before Learning**



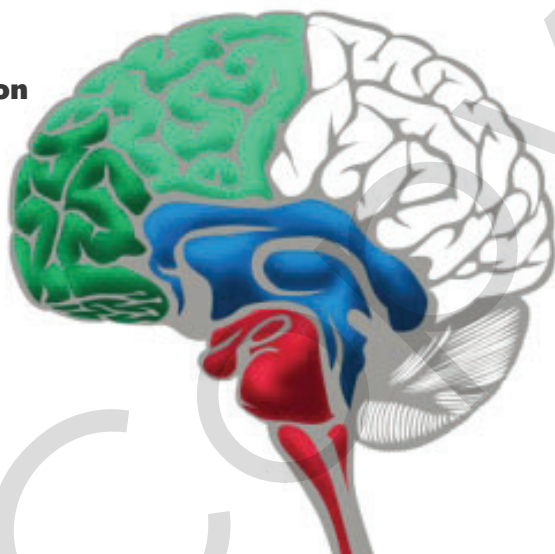
- Secure relationships
  - Predictable routines
  - Calm adults
- ...create brains that are ready to learn.

# 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



## 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.

## 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.

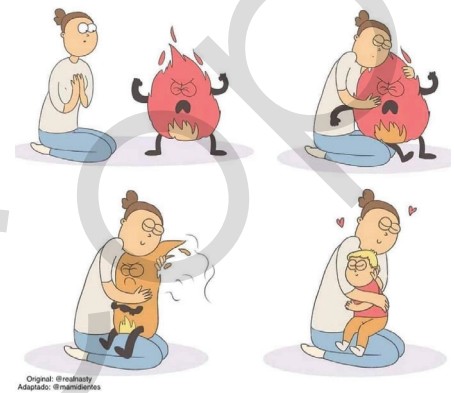
# Calm Breeds Calm

- **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



## How do we start?

Making the mind shift as teachers and leaders.



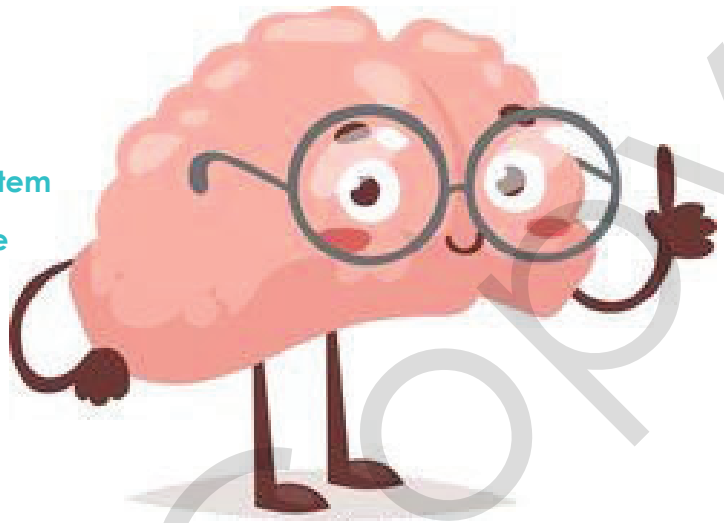
## Start every morning the Brain Smart Start way!

UNITE – Bring group together

DISENGAGE STRESS – Calm the nervous system

CONNECT – Playful interaction face to face

COMMITMENT – To help keep it safe



## Activities to Unite

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



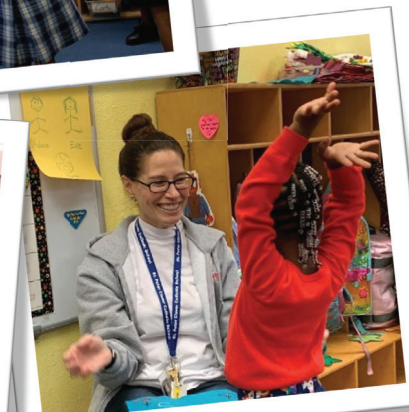
## Activities to Disengage Stress



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

## Activities to Connect

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





## Fostering Adult-Child Connections

Through responsiveness and attunement:

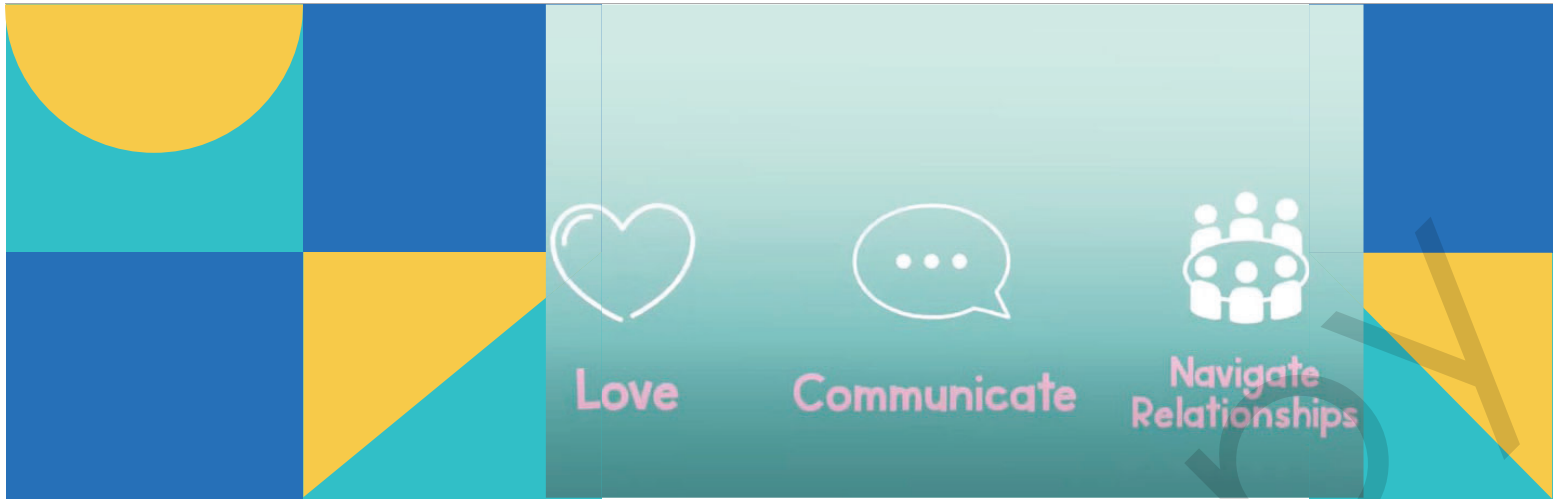
- Eye Contact
- Touch
- Presence
- Playfulness

## Activities to Commit

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

- **Group (Safekeeper)**
- **Individual**

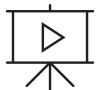




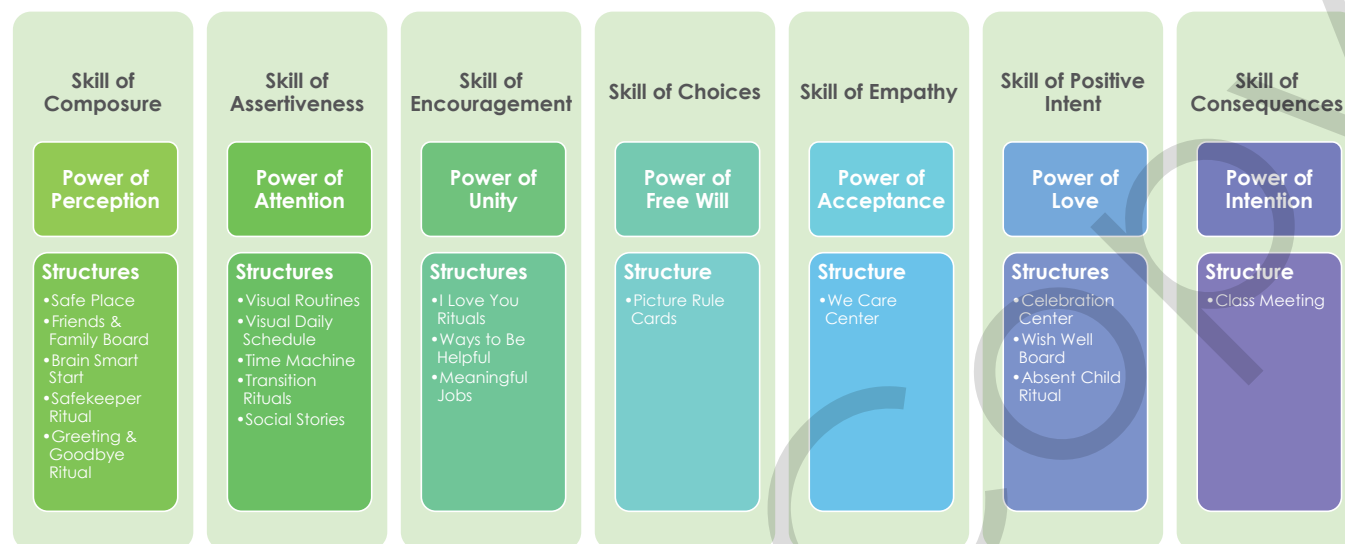
# 5 Healthy Ways

to Connect

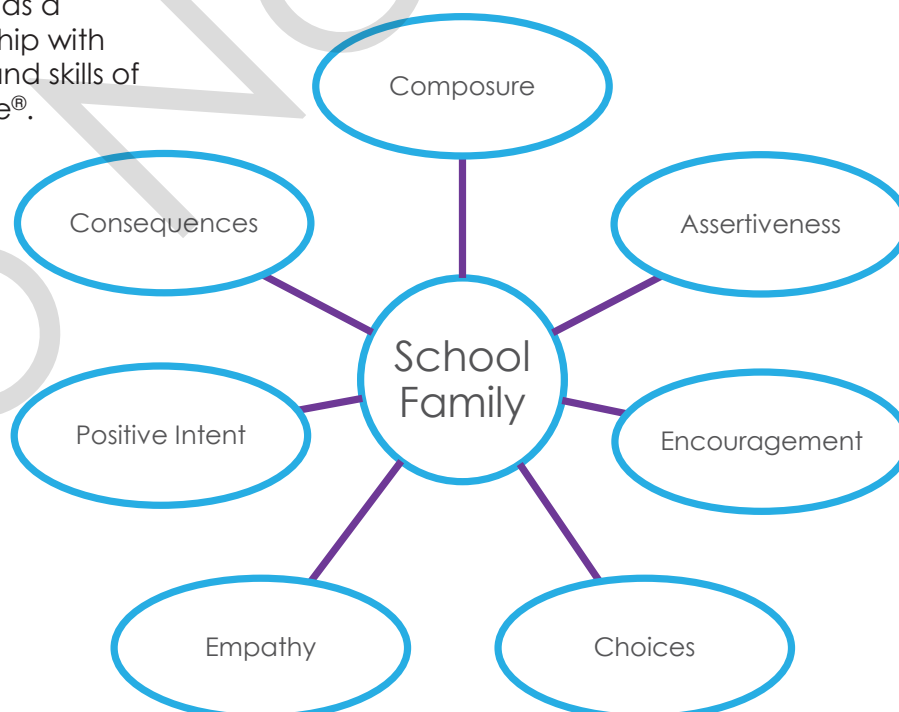
Video #2



# Conscious Discipline® Skills, Powers, and Structures



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



# Building a School-Wide Culture: The School Family

Compassionate discipline works best when everyone participates.

Consistency across classrooms creates safety and predictability for children.

The 4 Cs of The School Family:

- Caring
- Connection
- Contribution
- Conflict resolution



## The School Family

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**.



# School Family: Start with your own classroom!

1. Call your classroom a School Family
2. Post a "Welcome to our School Family" sign on your door
3. Display a framed photo of School Family
4. Say "Welcome to our School Family" whenever someone new comes in
5. Name or have your students name your School Family
  - The Red Robin School Family
  - The Buddy Bear School Family



## The School Family Structures

The foundation of emotionally intelligent classrooms.



- Friends and Family Board
- Greetings Ritual
- The Safekeeper
- Brain Smart Start
- Visual Rules and Routines
- Ways to be Helpful Board
- Safe Place
- Wish Well Rituals
- School Family Rituals
- Job Board
- Time Machine

- Celebration Center
- We Care Center
- Class Meetings
- Kindness Tree



# 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).

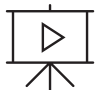
**Consistency for Staff:** It ensures all educators are on the same page, maintaining **consistent supervision** during high-risk activities.



# Schedules and Routines

## in the Classroom

Video #3



### 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?

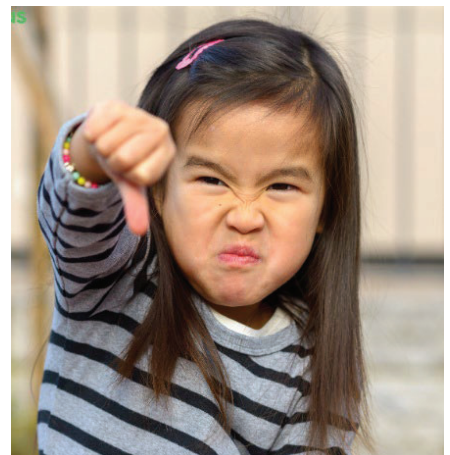
### Step 3: Rebuild Structure

- 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...



# Safety is created intentionally every day.

## 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.



## Intentions vs. Goals

- An intention is a conscious decision about how you want to show up, regardless of what happens around you.
- Unlike a goal, which focuses on an outcome, an intention focuses on your mindset, values, and daily choices.

### INTENTIONS

Focus on being

Guide daily actions

"Who do I want to become?"

### GOALS

Focus on achieving

Measure results

"What do I want to accomplish?"



## Examples of Personal Intentions

### daily intentions

I choose peace.  
I choose connection.  
I choose authenticity.  
I choose inner growth.  
I choose positive reframing.  
I choose beautiful experiences.  
I choose to be present & live my life fully.  
Leah | @onewordwellness

- I choose connection before correction.
- I choose patience over frustration.
- I choose curiosity over judgment.
- I choose calm over control.
- I choose to see the best in every child.

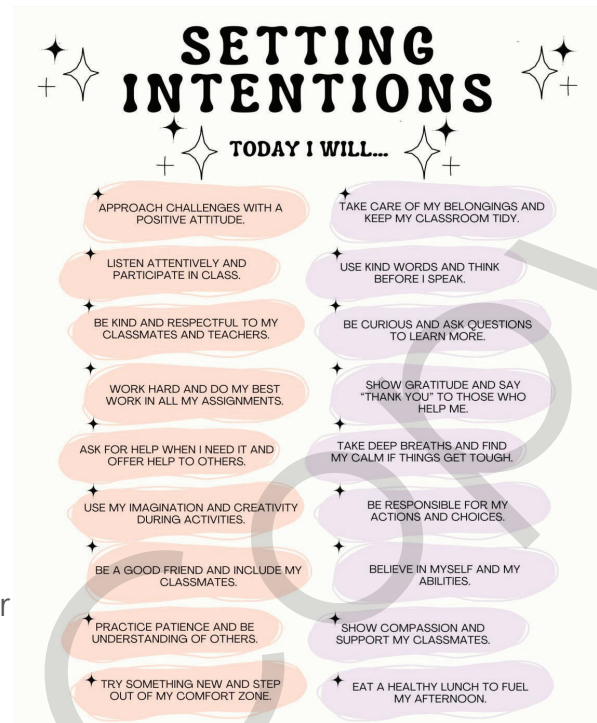
**Intentions activate the brain's executive functions, helping us make decisions that align with our values rather than reacting from stress.**

# Creating Classroom Intentions

- A simple statement that reflects the values and culture you want everyone to experience.
- It becomes the heart of your classroom community.

## Preschool Tip:

- Keep intentions:
- Positive
- Simple
- Easy to remember
- Visible every day



## Examples of Classroom Intentions

- We are safe.
- We are kind.
- We help each other.
- We solve problems together.
- We learn from our mistakes.
- We use our words with kindness.
- We take care of ourselves, each other, and our classroom.

### Setting Intentions



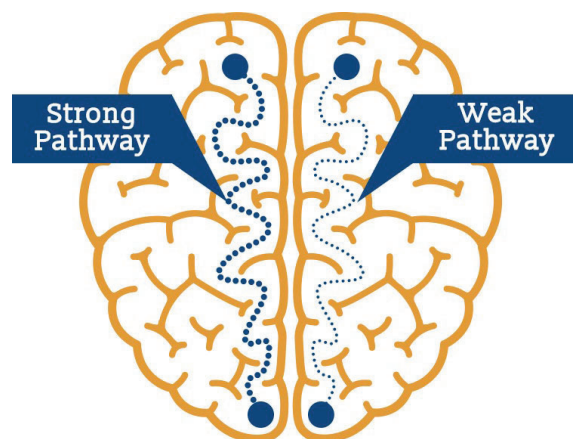


# The Power of Attention

- 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.

## 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."**

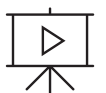
Reinforces attention and listening skills.



## The power of interactions

in early childhood education.

Video #4



# Attention is the currency of love.

- Connection requires **presence**. You cannot truly connect when your mind is elsewhere.
- Mindfulness is not just about calm — it's about being fully present with ourselves and others.
- In the classroom, your attention is the most valuable gift you can give a child.
  - When we give children our full attention — eye contact, listening, acknowledgment — their brains release oxytocin, the “bonding chemical.”
  - This sense of being seen and valued builds safety and belonging, which are prerequisites for learning.

**“When I am present, I connect. When I connect, I influence. When I influence, I teach.”**

**Culture is created by what we repeatedly practice together.**

# Sustaining Growth Through Reflection

Change is more likely to last when we reflect, share, and support one another.

## Accountability Questions

- What is one Conscious Discipline® practice I want to strengthen?
- What progress have I already made?
- What support do I need moving forward?
- Who can encourage me and hold me accountable?

**Reflection helps strengthen learning and increases the likelihood of long-term habit formation.**



## Write Your Intention Statement From Reflection to Action

**Complete these statements:**

Personal Intention

"This year, I choose to..."

Examples:

- remain calm during challenges
- build relationships before correcting behavior
- lead with empathy and encouragement

Classroom Intention

"In our classroom, we will..."

Examples:

- help one another
- solve problems together
- celebrate everyone's growth
- make every person feel like they belong

# 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

### **Your Presence Sets the Emotional Tone for the Classroom**

Children take emotional cues from adults, so your presence helps create an environment where they feel safe, connected, and ready to learn.

### **Safety and Connection Must Come Before Academic Learning**

When children feel physically and emotionally safe and know they belong, their brains are more open to engaging, exploring, and learning new skills.

### **Daily Rituals and Routines Create Trust and Predictability**

Consistent greetings, visual schedules, and classroom rituals reduce anxiety, build confidence, and help children know what to expect each day.

### **Mindfulness Helps You Respond with Intention Instead of Reaction**

Taking a moment to pause, breathe and become aware of your thoughts allows you to respond thoughtfully, modeling self-regulation for children.

### **A Clear Intention Guides Your Decisions Throughout the School Year**

Beginning each day with a intention helps you stay aligned with your teaching values and make choices that foster connection and compassion.

# Altruistic August 2026

## SATURDAY

1 Set an intention to be kind to others (and yourself) this month

8 Make some tasty food for someone who will appreciate it

15 If someone annoys you, be kind. Imagine how they may be feeling

22 Give people the gift of your full attention



29 Do something kind to help in your local community

## SUNDAY

2 Send an uplifting message to someone you can't be with

9 Thank someone you're grateful to and tell them why

16 Make a thoughtful gift as a surprise for someone

23 Share an article, book or podcast you found helpful

30 Give away something to help those who don't have as much as you

## MONDAY

3 Be kind and supportive to everyone you interact with

10 Check in with someone who may be lonely or feeling anxious

17 Be kind online. Share positive and supportive comments

24 Forgive someone who hurt you in the past

31 Share Action for Happiness with other people today

## TUESDAY

4 Ask someone how they feel and really listen to their reply

11 Share an encouraging news story to inspire others

18 Today do something to make life easier for someone else

25 Give your time, energy or attention to help someone in need



## WEDNESDAY

5 Spend time wishing for other people to be happy and well

12 Contact a friend to let them know you're thinking of them

19 Be thankful for your food and the people who made it possible

26 Find a way to 'pay it forward' or support a good cause



## THURSDAY

6 Smile and be friendly to the people you see today

13 No plans day! Be kind to yourself so you can be kind to others too

20 Look for the good in everyone you meet today

27 Notice when someone is down and try to brighten their day



## FRIDAY

7 Give time to help a project or cause you care about

14 Take an action to be kind to nature and care for our planet

21 Donate unused items, clothes or food to help a local charity

28 Have a friendly chat with someone you don't know very well



ACTION FOR HAPPINESS

Happier · Kinder · Together

## Conscious Discipline® Skills – Resources

### CALM - CD Skills Resource Pages



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

# CALM Site Support Requests FY26

## CALM Site Support Information

Chloe Bogdajewicz and Lisa Eckenrode

FY26

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



- Must have a minimum of 8 regular cycle trainings since October 1, 2024
- Request forms can be submitted while working to complete 8 trainings
- Request form can be found on our website, [www.calmhcc.org](http://www.calmhcc.org)
- The request form must be completed in its entirety; please do not leave any areas blank
- Submit your completed request form via email to [calm@hccfl.edu](mailto:calm@hccfl.edu)
- Contact Chloe Bogdajewicz or Lisa Eckenrode (email above) with any questions

**\*\* Deadline to submit support requests is August 7, 2026 \*\***

## QEES Resources

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

**We're here for you.**

## Follow us!



@ hcqees

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



QEEES Learning Line

<https://www.youtube.com/@geeslearningline>



@ hcqees

<https://www.threads.com/@hcqees>



QEEES - Quality Early Education System

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



## Prizes

June Winners:

- Sulay B.
- Lilliam C.
- LaTosha H.
- Quwanita M.
- Charisma B. (not pictured)





## 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/C8JMK5X>
- Register for other workshops:
  - CALM/ELM August 6<sup>th</sup> (in person)
  - QEES August 15<sup>th</sup> (virtual)
- Website
  - Register  
[www.calmhcc.org/register](http://www.calmhcc.org/register)
  - Teacher Portal  
[www.calmhcc.org/calm-teacher-portal](http://www.calmhcc.org/calm-teacher-portal)
  - Resource Center Password: [CalmHCC](#)



# In-Person Sessions

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

**August 6<sup>th</sup> 6pm-8pm**



Observing, Documenting and Assessing in Portfolios

**CEUs & In Service** (Live in English w/ handouts available in Spanish)

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

|                                           |                                                                                                      |
|-------------------------------------------|------------------------------------------------------------------------------------------------------|
| 0.5 CEUs - Must attend both sessions      | April 25, 2026 - Session 6<br>The Power of Language - Words That Teach, Not Trigger                  |
|                                           | May 16, 2026 - Session 7<br>Repair and Restore - Navigating Conflict Mindfully                       |
| 0.25 CEUs                                 | June 6, 2026 - Session 8<br>Integrating It All - Creating A Culture of Compassionate Discipline      |
| In person session (limited space) 6pm-8pm | July 9, 2026 - Session 9<br>Conscious Discipline: A Whole-Brain, Whole-Heart Approach                |
| 0.25 CEUs                                 | August 1, 2026 - Session 10<br>Starting with Intention - Setting the Tone for a Calm, Connected Year |

Cycle 10 Session Calendar changes:

- **No September 2026 Session**

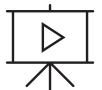
**Cycle 11 2026-2027  
Session Calendar  
COMING SOON**



# 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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