



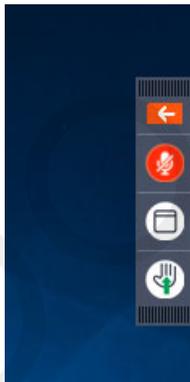
Conscious Awareness Learning Model
Based on Conscious Discipline®

Session 6: The School Family & the Power of Free Will and Skill of Choices

Funded by:  Children's Board
www.ChildrensBoard.org

In partnership with:  **ELM** Early Literacy Matters  **HCC** 

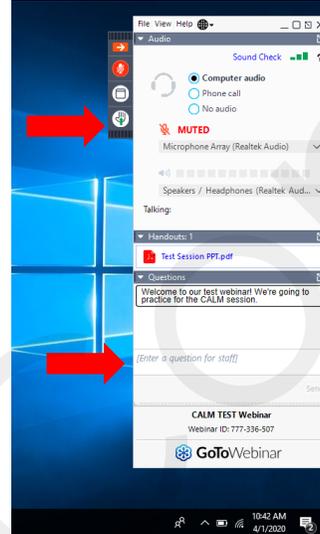
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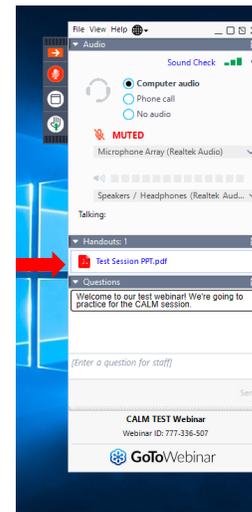
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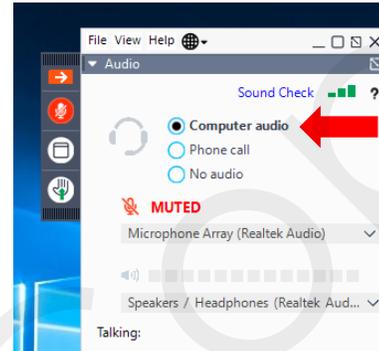
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- You will find the copy of the session PowerPoint available for you to download under the "Handouts" menu. (In English and Spanish)
 - All of the videos used in the presentation are linked in the handouts (click on the image in the PDF file and it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



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- Most of the audio problems are caused by a slow internet connection, you can always disconnect and rejoin the webinar from the link in the email



Arrival Routine

- Greetings! 😊
- Complete pre-survey
 - If not, complete it here
<https://www.surveymonkey.com/r/VNNR7RM>
- Get ready!



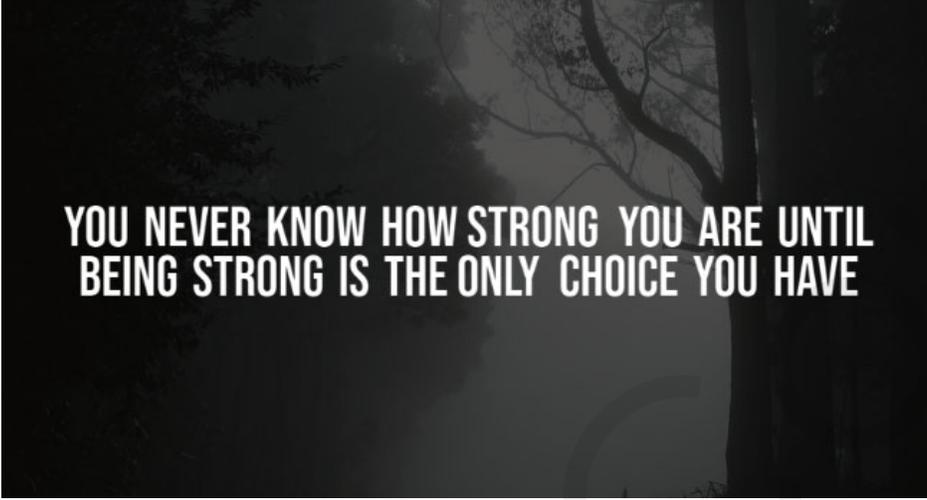
What is CALM?

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

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

CALM

- CALM is funded by the Children's Board of Hillsborough County.
- CALM is a family/team of early childhood providers working together to build strong emotionally intelligent learners.
- Series of sessions to help Early Childhood providers and families
 - Change the traditional classroom management system from **control** to **connection**.
 - Empower the **teacher** as a **self-disciplined** adult who in turn, teaches children how to become self-disciplined.
 - Children who are **self-disciplined** are **ready to learn**.



**YOU NEVER KNOW HOW STRONG YOU ARE UNTIL
BEING STRONG IS THE ONLY CHOICE YOU HAVE**

Mr. Rogers Testifies Before the Senate Subcommittee on Communications

On May 1, 1969, Fred Rogers appeared before the U.S. Senate Commerce Committee requesting funds to help support the growth of a new concept --- national public television.



Conscious Discipline® – Quick Review

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



Three Brain States

- **Survival State**
 - Fight, Flight or Freeze (non-verbal)
 - **Am I safe?**
- **Emotional State**
 - The world is not going my way
 - **Am I loved?**
- **Executive State**
 - Optimal State of Learning, goal achievement and problem solving skills (relaxed alertness)
 - **What can I Learn?**



Brain State Model Goals

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



Stop/Smile
 Take a deep breath
 And
 Relax

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

Brain Smart Principles Review

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

Setting Up Our Classrooms For Optimal Learning

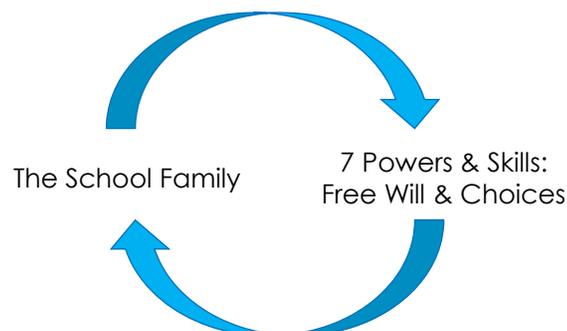
Three types of classrooms:

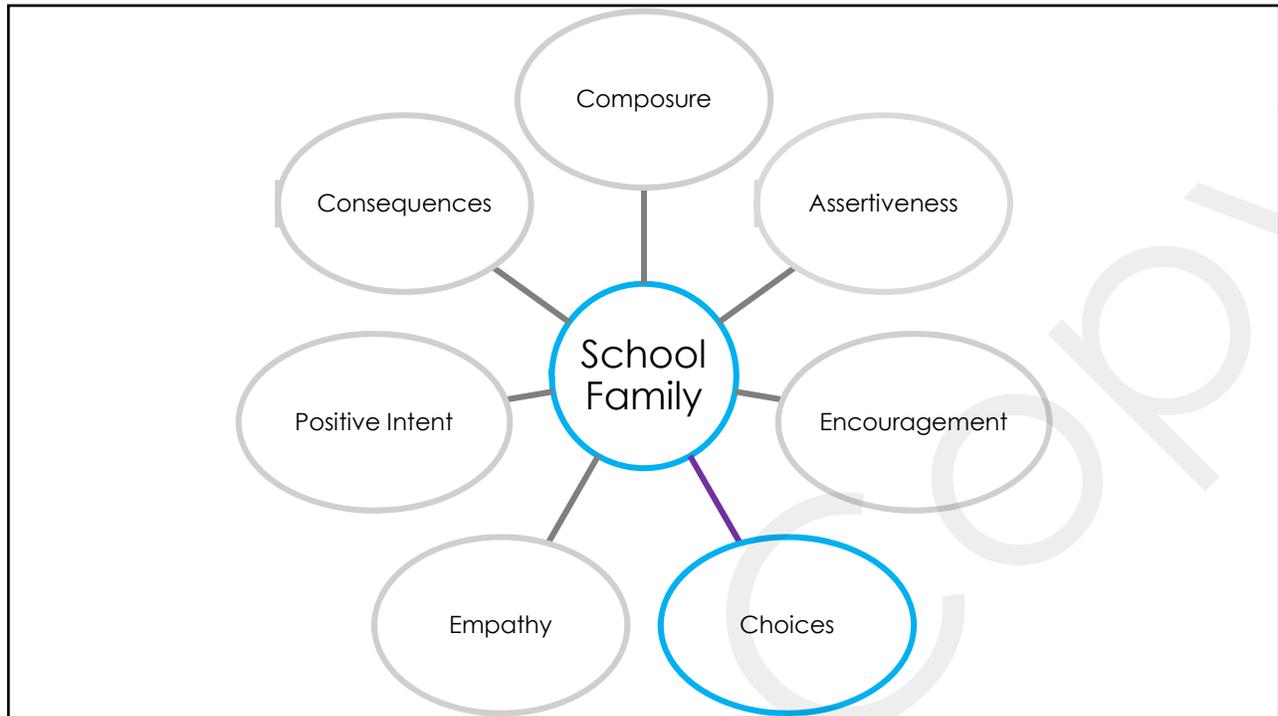
- **Boot Camp** – drill sergeant that expects total obedience
- **Factory** – moves along as long as there's no real issue (good or bad)
- **Community** – everyone works together and classroom is self-regulated, results in children being more advanced in social moral development

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

The School Family

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





7 Powers & Skills of Conscious Discipline®

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

Group Commitment

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



Creating The School Family

Routines

Teach expected behaviors



Rituals

Build connections



Structures

Meet needs of **all** children



Brain Smart Start

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



Activities to Unite

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



Activities to Unite

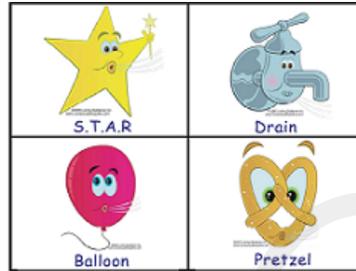


Activities to Disengage Stress

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



Activities to Disengage Stress



Activities to Connect

Components of connection activities:

- face to face
 - eye contact
 - touch
 - presence
 - playfulness
- Greeting Rituals- Greetings Apron
 - I Love You Rituals
 - Wish Well Ritual
 - Absent Ritual
 - Reading Together



Activities to Connect

Eye contact, Touch, Presence, Playful



Activities to Commit

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

- Group (Safekeeper)
- Individual —————>



Activities to Commit



Commitments Check-up

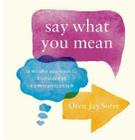


I did it!



OOPS!
Time to practice!





Principle: The more we are able to differentiate between our strategies and needs, the more clarity and **choice** we have.

We always have **choice**. Even when the external options are limited, we have a **choice** about how to respond to life internally. Things we tell ourselves that we “have to do” are **choices** to meet our needs. We may stay in a job we loathe because we value having a place to live or need to feed our children. We **choose** a strategy we don't like because it meets more profound needs. Becoming conscious of our needs can bring renewed energy and vitality, or it may prompt us to reevaluate our actions and make different **choices**.

Taken from pg. 121 of *Say What You Mean* by Oren Jay Sofer

Skill of Choices *Building Self-Esteem and Will Power*

The
Power of Free Will



Living from an
empowered state by
claiming responsibility
for our choices and
behaviors

Choices

(Power comes from *Choice*, not *Force*)

1. The only person you *can make change* is *yourself*.
2. Giving your *power (Free Will)* away sets you up to *blame*.
3. Ask yourself, "How do I *help* the child be more likely to *choose* to _____?" rather than, "How can I *get* the child to _____?"
4. Making *choices* builds *will power* and *self-esteem*.

Choices

The only person you can make change is yourself.



Choices

- When you say: “You’re going to make me...” or “Don’t make me...” you are giving your power away
- Threats throw children into lower centers of the brain
- This sets children up to be “pleasers” and “controllers”
- It also sets you up to blame

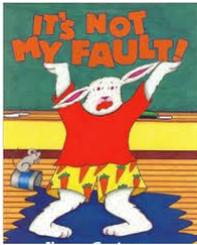
I'm
Losing
it

Moving from **Entitlement** to
Empowerment – What is your choice?



Choices Commitment

I understand that when I choose to believe others are making me behave certain ways, I give my power away, stress my body, and set myself up to blame and punish others for my actions. I am willing to take responsibility for my choices instead.



Change

"Don't make me
have to..."



"I'm going to..."



Reclaim your power
as a teacher.

Choices

Foster an optimistic “I can” attitude



Ask yourself,

“How do I *help* this child be more likely to choose to _____?”

rather than,

“How can I *get* this child to _____?”

Seven Practices of a Mindful Leader

Investigate-Connect-Integrate

1. Love the work
 - inspire, aspire, conspire
2. Do the work
 - opportunity to learn and grow
3. Don't be an expert
 - why do we feel this way?
4. Connect to your pain
 - why do I feel this way?
5. Connect to the pain of others
 - why do others feel/behave this way?
6. Depend on others
 - coach, empower, listen, notice
7. Keep making it simpler
 - don't be busy; be focused, engaged and spacious

LESSONS FROM GOOGLE
AND A ZEN MONASTERY KITCHEN

SEVEN PRACTICES OF A MINDFUL LEADER

Foreword by Daniel J. Siegel, MD

MARC LESSER
Cofounder of the Search Inside Yourself Leadership Institute

#6 Depend on Others

Interdependence

- **Encourage** people to develop their individual skills and perspectives
- **Build** a **team** that contains all the skills and perspectives the team needs to fulfill its goals.

#6 Depend on Others

Leaders from the most successful, highly rated teams all shared three common behaviors:

1. **Coaching** – meets with each person on team and act as coach which builds **trust** and **challenge**
2. **Empowerment** – empowers the team, **guiding**, **supporting**, **trusting** and avoiding micromanaging
3. **Listening** – creates an inclusive environment by showing **concern** for both **success** and **well-being**

#6 Depend on Others

Team building means understanding work styles:

The Visionary: Big Picture/Ideas, likes others to gather round their vision

The Organizer: Loves keeping things in order, enjoys process, creating systems, and keeping track of things

The People Person: Primary focus is on people – working with, understanding and helping others

The Doer: Oriented around getting things done

Is your team balanced?

Choices *Language Structure*

You have a **choice**.

You may _____ or you may _____.

What would be better for you?



Choices

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

Win/Win!



Choices

1. **Traditional** – “You can eat what is on your plate (**positive**) or starve (**negative**).” “Make a good choice.”

- What does that even mean? *False Choices, coercion*



2. **Conscious Discipline®** – “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*

Offering Children Two Positive Choices

- Helps children shift from **Emotional State** to **Executive State**
- Activates frontal lobe for decision making and focused attention
- Do not use when child is in **Survival State**
 - Use clear, assertive commands



In the Executive State “You Gotta Be”



Two Positive Choices

Offer child two **positive** choices:

- Breathe deeply. (**Composure**)
- Tell the child enthusiastically, "You have a choice!" (**Encouragement**)
- Focus on what you want. (**Assertiveness**)
- State your two positive choices. (**Choices**)
- Ask the child for a commitment; "Which works best for you?" (**Choices**)
- Notice the child's choice with a very encouraging voice; "You chose to _____!" (**Encouragement**)



gentle hug **or** high five



Choices – CALM
in the Field



Activity: Two Positive Choices

Scene: Playing with Food

3 yr. old Nathan is pounding his fist on his pizza during lunchtime. (Remember, "Stop pounding!" is not a positive action.)

Scene: Listening

8 yr. old Meredith is playing with an eraser cover instead of listening to you.

Scene: Finishing Work

10 yr. old Cameron is sketching airplanes on his notepad instead of completing his math.

Activity: Two Positive Choices

Sample Answers:

- Nathan, you have a choice! You may eat your pizza or drink your drink. What is better for you? Way to go, you decided to drink your drink.
- Meredith, you have a choice! You may put the eraser cover on the board and listen or you may put the eraser cover on the board and sit quietly on your hands. What is better for you? Good for you! You chose to sit on your hands.
- Cameron, you have a choice! You can work on math problems 1-3 or raise your hand for help. What is better for you? You chose to raise your hand for help so you can understand fractions better. Good for you!

Remember: There are NO RIGHT ANSWERS, just a focus on two positive actions that achieve your desired outcome.

Two Positive Choices

What if a child chooses not to comply?

Learned Opposition: Child has learned that resistance is a way to get his/her needs met.



Developmental Opposition: Child wants to test who he/she is and resists structured choices presented by an adult.

All children experience this.

Two Positive Choices

Learned Opposition

- **Permissive parents** – teach children that adults don't mean what they say
- **The needs of the child do not get met** – they try to control others to feel safe
- **Serious family troubles** – may cause a child to feel overwhelmed and out of control



Two Positive Choices *Developmental Opposition*

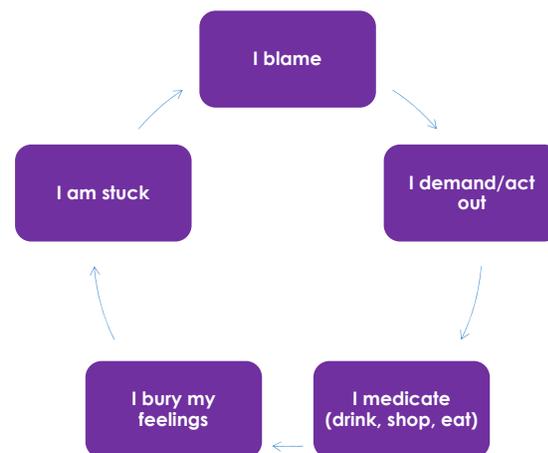
- ALL young children go through a process called *individuation separation*. Child transforms into a person with a unique identity.
- Any assertive stance from an adult will trigger that child to react with the opposite behavior.



THESE CHILDREN ARE TESTING YOU TO FIGURE OUT WHO THEY ARE!

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.



Reframing Blame

Children Blame Others

- Children tend to blame others in direct proportion to the amount and severity of the punishment they receive.
- In anticipation, the child is thrown into the emotional state where blame and attack are automatic. They are afraid to own their choices and take responsibility for them.
- Many children "lie" out of fear.
- "Lexi made me do it!"

Reframing Blame

- The fear of punishment must be minimal
- The child can begin taking responsibility for their choices
- Use the Power of Free Will to make wise decisions
- "I see. Lexi made you do it? What could you do differently if she didn't make you do it?"

Parroting



Helping children who resist the choices you give them.

- Avoid the **power struggle** by:
 - Being a S.T.A.R
 - Focus on what we WANT the child to do
 - Repeat the options in calm assertive voice



"Joseph, it's time to put away the toys. You have a choice. You can begin by..."

- If child says "NO", repeat in a calm assertive voice (QTIP)
- If/when child chooses to cooperate, celebrate his choice

Celebrate

Two Positive Choices

What if I engage in the *power struggle*?

1. Forgive yourself (OOPS!)
2. Help child feel some sense of personal power through opportunities to "be of service" to others and notice the child's helpful acts to the school family.
3. Bond with child to develop a trusting relationship (connection – ILY rituals).
4. Help the child learn how to handle frustration and engage in healthy problem-solving.



Choices

Making choices builds will-power and self-esteem.



Choice and Reframe Each Day



Choices 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.



Georgie Porgie

Georgie Porgie, pudding and pie, ¹
 Gave his friend a big **high five!** ²
 With his friend he loved to play, ³
 A gift of a **smile** he gave each day. ⁴



1. Move your shoulders up and down to the rhythm of the words.
2. With both hands, give the child a high five.
3. Holding your hands in front of you with your fingers pointing up and palms facing the child, wiggle your fingers and touch the wiggling fingers of the child.
4. With a big smile, put your hands up to your face and use them to "frame" your smile.

(Choice – smile, hug, handshake or high-five)

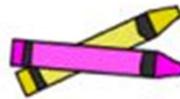
Choices

Structure: Visual Rules with Two Positive Choices



Talk it out
with a friend.

Draw
about it.



M.A.P. method

- **M**odel your procedures and expectations
- **A**dd visuals
- **P**ractice, practice, practice



Choices – Journal Reflection

- The **Power of Free Will** means I am in charge of me and I'm the only person who can make myself change.
- **Free will** requires us to honor our will and the will of others, including the children in our care.

Choices – Homework

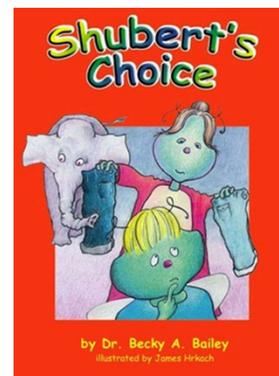
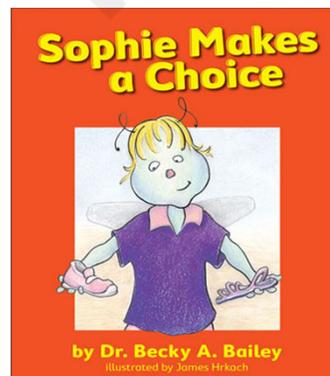
I am going to commit to listening to my own language and the language of others for one week.

When I find myself using “make me,” “should,” “have to,” or other powerless language, I will make the choice to change it!



Conscious Discipline® Books

- Sophie Makes a Choice/Shubert's Choice



Family Connection

- Send home a note about offering children **two positive choices** to minimize a child's stress which can cause them to impulsively react or shut down.
- Scenario:
 - Adult:** "Put away your toys now, we are going to grandma's." *(Child continues playing.)*
 - Adult:** "You have two choices. You can start with the trains first or start with the cars." *If still no response...*
 - Adult:** "What would help you get started?"

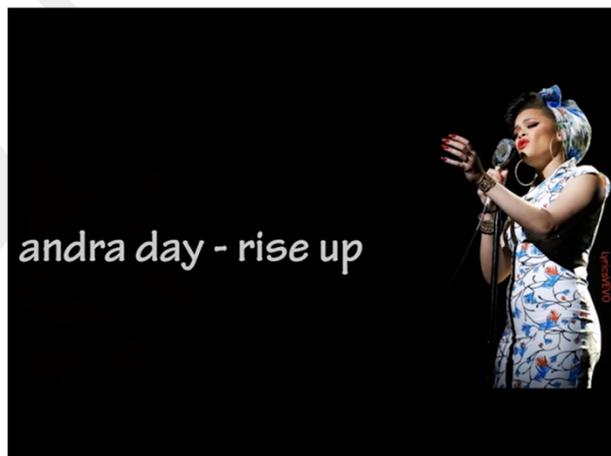
Choices Summary

Choices	Choices motivate from within, improve goal-achievement and facilitate self-regulation.
Power	Free Will: The only person you can make change is yourself.
Skill	Two positive choices, reframing blame- "What could you do that is more helpful?", parroting technique
Structures (Strategies)	<ul style="list-style-type: none"> • Visual Rules

Power of Free Will Reflection

- Become **conscious** of how often we attempt to **control** others and how often we think others are making us do things.
- Convert “**make me**” language into the language of **choice**. “*I am going to...*”
- Catch ourselves thinking, “How can I **make** the child ____?” or “How can I **get** the child to ____?” and change it to “How can I **help** the child be successful?”
- Change “**should**” to “**could**,” and then make a choice.
- Practice allowing others to have their own thoughts and feelings.
- For one day, give up the attitude, “I don’t know and I don’t care.”

Power to **Rise Up** and Exercise Your Free Will

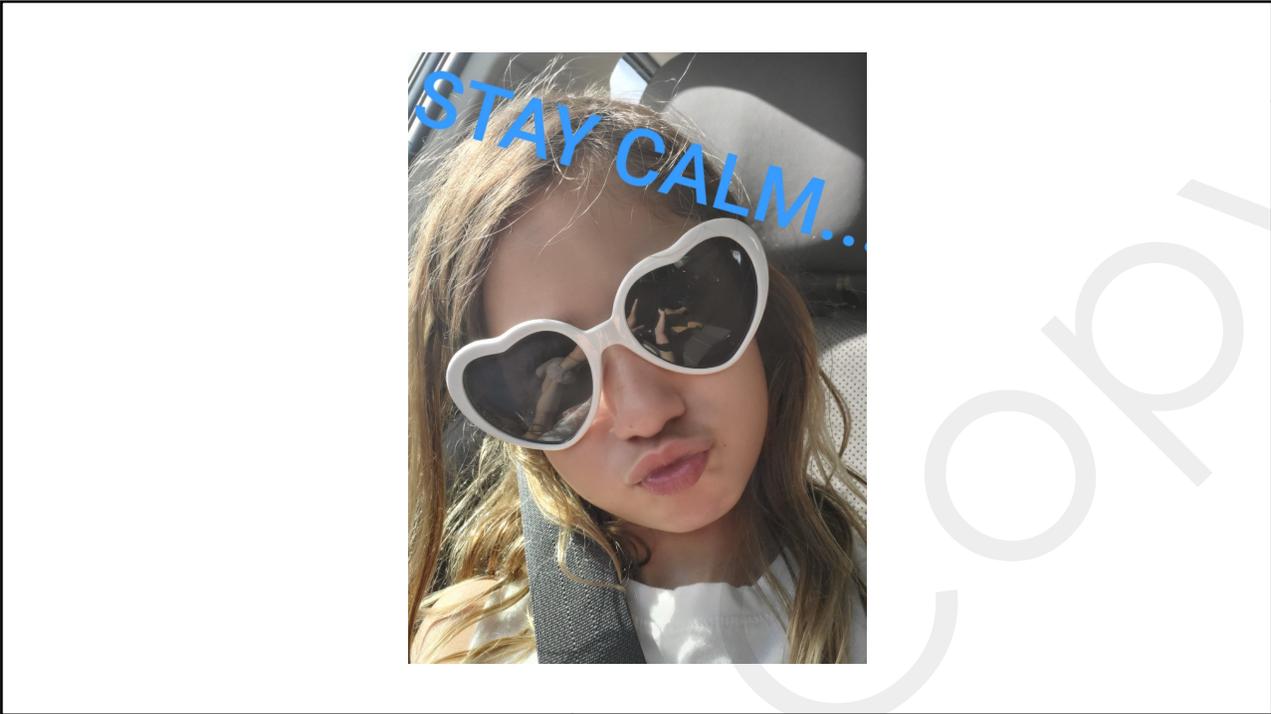


The School Family Skill of Choices Checklist

- Post picture visual rules as needed
- Verbally offer two positive choices (when child in emotional state)
- Use parroting technique for oppositional children
- Reframe blame
- Create individualized plans



pass  **it** **on**



**TAKE CARE OF YOUR
BODY. IT'S THE ONLY
PLACE YOU HAVE TO
LIVE IN.**

SLICKWORDS.COM

Active April 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1 Commit to being more active this month, starting today	2 Listen to your body and be grateful for what it can do	3 Spend as much time as possible outdoors today	4 Have a day free from TV or screens and get moving instead	5 Eat healthy and natural food today and drink lots of water	6 Turn a regular activity into a playful game today	7 Do a body-scan meditation and really notice how your body feels
8 Get natural light early in the day. Dim the lights in the evening	9 Give your body a boost by laughing or making someone laugh	10 Turn your housework or chores into a fun form of exercise	11 Be active outside. Dig up weeds or plant some seeds	12 Set yourself an exercise goal or sign up to an activity challenge	13 Move as much as possible, even if you're stuck inside	14 Make sleep a priority and go to bed in good time
15 Relax your body & mind with yoga, tai chi or meditation	16 Get active by singing today (even if you think you can't sing!)	17 Go exploring around your local area and notice new things	18 Make time to run, swim, dance, cycle or stretch today	19 Have a 'no screens' night and take time to recharge yourself	20 Spend less time sitting today. Get up and move more often	21 Focus on 'eating a rainbow' of multi-coloured vegetables today
22 Regularly pause to stretch and breathe during the day	23 Enjoy moving to your favourite music. Really go for it	24 Go out and do an errand for a loved one or neighbour	25 Get active in nature. Feed the birds or go wildlife-spotting	26 Try a new online exercise, activity or dance class	27 Take an extra break in your day and walk outside for 15 minutes	28 Find a fun exercise to do while waiting for the kettle to boil
29 Meet a friend outside for a walk and a chat	30 Become an activist for a cause you really believe in					

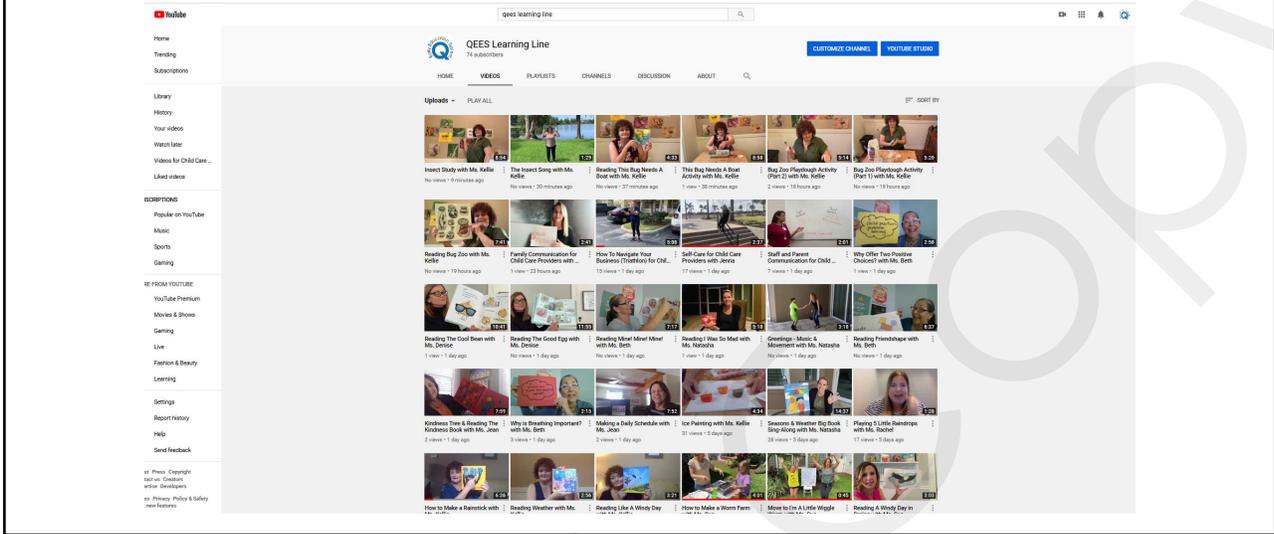
ACTION FOR HAPPINESS **Happier · Kinder · Together**

- [QEES Learning Line](#)
– Call the hotline! **813-259-6415**
- [CALM Learning Line Resources](#)
- [ELM Learning Line Resources](#)
- [YouTube Channel](#)

We're here for you.



QEES Learning Line YouTube Channel



Prize



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 (in one hour) regarding the post-assessment
3. After submitting the assessments 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 & Evaluations
 - Post-Assessment link
<https://www.surveymonkey.com/r/VNHGG8T>
- Register for the next workshop: **May 1st**
- Website
 - Register
www.calmhcc.org/register
 - Teacher Portal
www.calmhcc.org/calm-teacher-portal
 - Resource Center Password: [CalmHCC](#)



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We're on social media! Check us out!

The image displays four social media profiles arranged in a 2x2 grid. The top-left profile is for 'Early Literacy Matters' (@elm_hcc) on Twitter, featuring a cartoon frog reading a book. The top-right profile is for 'QEES Association for Early Learning Leaders' on Facebook, showing a group profile with a mission statement. The bottom-left profile is for 'Quality Early Education System' (@qees_hcc) on Twitter, with a circular logo containing a 'Q'. The bottom-right profile is for 'hccqees' on Instagram, showing a bio with funding and partnership information. Each profile includes its name, handle, a brief description, location, and follower/following counts.

Early Literacy Matters
@elm_hcc
Promoting success in school and life by teaching pre-reading skills to at-risk early learners. In partnership with @hccci - Generously funded by @mycibc
Tampa, Florida | earlyliteracymatters.com | Joined April 2020
84 Following 41 Followers

CALM HCC
@calm_hcc
CALM is an approach to Conscious Discipline®. We deliver training to early childhood providers to build social-emotional intelligence. -Funded by @mycibc-
Tampa, Florida | calmhcc.org | Joined April 2020
79 Following 22 Followers

Quality Early Education System
@qees_hcc
QEES, in partnership with Hillsborough County Child Care Licensing, offers essential services to early childhood providers. -Funded by @mycibc-
Tampa, Florida | qees.org | Joined April 2020
46 Following 28 Followers

QEES Association for Early Learning Leaders
Private group - 301 members
About This Group
Our mission is to build a foundation by creating collaborative partnerships and support among all early childhood professionals.

hccqees
6 posts 32 followers 32 following
QEES
Quality Early Education System
-Funded by: @hillsboroughccci, inc
-In Partnership with: CALM, ELM, & @hccci
qees.org
Followed by jay_maffei, reemilamrabi, jantamarodes + 3 more