

# **2024-2025 Restorative Practices Seminars & Workshops for Educators, Parents/Caregivers, & Scholars**

*Created by Dr. Marian Fritzemeier, Ed.D.  
Restorative Practices Trainer, Consultant, & Coach  
(Updated December 26, 2024)*

**Introduction:** The training content is divided into three sections. The first section features seminars and workshops for educators, the second section is for parents/caregivers, and the third section is for scholars. The workshops are identified as introductory, intermediate, or advanced. The time required for each workshop is noted. Some workshops are offered in Spanish while a few have a pre-requisite. Discover our newer RP 201 seminar, three new workshops, coaching, and Restorative Practices Pathways. To schedule workshops, please email [RP@CVyouth.org](mailto:RP@CVyouth.org)

- **NEW:** *Portrait of a Yard Supervisor Professional* (p. 6)
- **NEW:** *The Ultimate Guide to Tier 2 RP Strategies* (p. 5)
- **NEW:** *Circles for Repairing Relationships* (p. 3)

## **NEW: RESTORATIVE PRACTICES COACHING**



After working alongside some educators offering coaching on a limited basis, we are expanding our coaching availability to all school sites. Many participants leave RP trainings eager to implement circles. But when it comes time to do circles, they often waver, feel ill-equipped, and hesitant. Our goal in coaching is to transfer skills by employing the model-mentor-transfer approach.<sup>1</sup> To help facilitate more teachers actively leading circles, especially community building circles that foster relationships, we are offering 1-on-1 support and coaching with individual teachers. Coaches can assist teachers with planning circles, finding circle prompts, the circle keeper's roles, and managing and leading circles.

## **NEW: TRAINING PATHWAYS**

Wondering about which workshops you should choose for your school site? Confused about the various roles on campus and what workshops to offer? You've offered a lot of workshops; what workshops are available at my site? Good news. We've created RP Pathways. The Pathways are arranged in two ways. The first is by work roles. The second is by training topics. Discover the new RP Pathways at <https://gatewaytorestorativepractices.com/professional-development-continuum/> **COMING SOON.**



## SEMINARS

Six Hour Seminars on eight selected Saturdays, 8:30 am to 3:30 pm  
Both seminars are eligible for the MCS PD stipend.

### **Seminar RP 101: Introduction to Restorative Practices**

*“Restorative practices are an emerging field of study that enables people to restore and build community in an increasingly disconnected world.” ---[iirp.org](http://iirp.org)*



Administrators, certificated, and classified staff in Modesto City Schools are all encouraged to attend one of two six-hour seminars held on a Saturday from 8:30 am to 3:30 pm. *RP 101: Introduction to Restorative Practices* was created for employees interested in learning the basics of restorative practices in schools in one day with an emphasis on the practical – what you can do on Monday! Join hundreds of colleagues who’ve

enjoyed this training and gained a much better picture of how they can implement restorative practices in their sphere of influence. Register with MCS PD.

### **NEW in 2023-24 Seminar RP 201: From ACEs to PACEs - Building Restorative Relationships**

*“Restorative practices, at their best, are part of a school culture that prioritizes culturally sustaining pedagogy and authentic relationship building -- connections that allow for trust, openness and inclusive spaces.”* –Cory Collins, 2021

Many scholars come to school disconnected, lonely, isolated, and/or burdened by the effects of trauma and loss affecting their health, learning, and behavior. Although humans are hardwired with the desire to connect and thrive on healthy relationships, developing healthy relationships in our schools are often skipped.



RP 201 is a six-hour seminar that begins with research and implications on loneliness, isolation, disconnected scholars, Adverse Childhood Experiences (ACEs) outcomes and their impact on learning, plus the more recent research (2019) on Positive Childhood Experiences (PCEs) from Johns Hopkins.

This foundation is connected to building restorative relationships. Restorative Practices principles focus on intentional actions meant to emphasize the importance of building

trusting relationships, improving existing relationships, and repairing relationships when harm has occurred. Educators will explore the importance of scholar-teacher relationships and how to create relationships with scholars. Many practical activities are woven into the content. To accommodate differences between elementary and secondary content a few training segments will offer different content simultaneously for participants. Recommended pre-requisite *RP 101: Introduction to Restorative Practices*. Register with MCS PD.

## **Restorative Circles Workshops: Proactive & Responsive**

### **NEW Circles for Repairing Relationships** (Tier 2, Responsive, Advanced)

This is the second Tier 2, responsive circle workshop we're offering. This circle process addresses the root cause of harm while promoting reflection and accountability to resolve conflict and harm.<sup>2</sup> This circle can be used to repair relationships and harm, especially when the harm may require several sessions or ongoing support. Participants will identify ways to use the circle with a class and when the circle needs to meet multiple times to support all affected parties. They will also discover the four stages of a successful Repairing Relationship Circles, a sequence of actionable steps to effectively resolve conflict and restore harm, and how to use a simple Agreement Template.

*NOTE:* The Repairing Relationships and Harm Circle process should not and cannot occur immediately. This circle is not used in instances of harassment and bullying, since these are one-sided situations.<sup>3</sup> *Workshop Length: 1 hour*

### **Introduction to Restorative Circles: The Basics** (Tier 1, Proactive, Introductory)



Whether building community culture, restoring relationships after harm, or delivering content, Restorative Circles are a fundamental tool used in the restorative process. A key principle in Restorative Practices is having a school community and environment to which scholars want to be restored. Restorative Circles are a well-known method used to build school culture, address harm caused in a school community, and convey content in a way that builds socio-emotional skills, empathy, and scholars conscious of the school environment and community.

Educators will learn the basics of running a Restorative Circle in a classroom setting, develop and keep circle guidelines, and explore the importance of circle structure and methods. *Workshop Length: 1 hour*

### **Community Building Circles** (Tier 1, Proactive, Introductory)

Teachers don't have behavior management challenges; they have community relationship problems. The foundation of restorative practices is to proactively build relationships with scholars so that they can restore relationships by repairing harm when there are challenging behaviors. "We feel connected to other people when we sense that they see us, know us, and care about us. That's what connection circles are about: being seen, being heard, being known, and developing affection."<sup>1</sup>



Community building circles focus on building healthy relationships and a culture of care in the classroom. Sample Prompting Circle Questions provided. During this workshop, educators will learn components and practice community building circles. Educators will leave with actionable steps towards immediate implementation. *Workshop Length: 1 hour*

### **Academic Content Circles: Elementary or Secondary** (Tier 1, Proactive, Introductory)

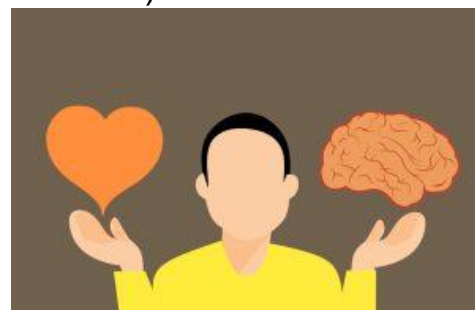


School faculty and staff regularly cite "lack of time" as a significant hurdle to implementation of circles amid high levels of demand in their positions. Learning circles utilize the structure and benefits of the circle format to convey and review classroom content. The workshop begins with purposes, benefits, and outcomes of content circles. Educators will practice using content to explore a topic, consider characteristics of prompting questions, and practice building sentence frames. Sample content circles questions included. Learning circles are a great way to engage both

academic learning while also teaching valuable communication skills, empathy, and social-emotional skills. *Workshop Length: 1 hour*

### **Decision-Making Circles** (Tier 1, Proactive, Intermediate)

Building upon, *Introducing Restorative Circles: The Basics*, this workshop continues developing circle skills through teaching circle formats for decision-making circles. Purposes, prompts for scholars, and follow-up prompts for decision-making circles provide the foundation of this workshop. Educators will create a respect agreement using decision-making circles. Basic Tips for Working with Difficult Dynamics are included. Educators will leave with knowledge and resources to



utilize dialogue and decision-making circles to address these issues in their school community. *Workshop Length: 1 hour*

### ***Building Community Using Circles and Social Justice Picture Books*** (K-3<sup>rd</sup> grades) (Tier 1, Proactive, Intermediate)



Learn how your elementary scholars can connect. Using the restorative practices framework, educators can develop safe, supportive spaces in schools by creating community-building circles around picture books. This workshop for K-3<sup>rd</sup> grade educators begins with an overview of restorative practices in education, circle guidelines, community building circles basics, and connections to CASEL’s social-emotional standards.

Using social justice picture books, educators will experience the circles process and learn how they can engage scholars in their learning through circles while holding meaningful conversations about how they felt as they read and listened to the story. Not only will educators walk away from understanding the process, but they’ll be equipped with the resources to replicate this powerful strategy in their own PS-3<sup>rd</sup> grade classrooms. *Workshop Length: 1 hour*

### ***Problem-Solving Circles*** (Tier 2, Responsive, Intermediate)

The culminating workshop in the circle’s series will use problem-solving circles for participants to address problems or challenges they experienced in using circles in their classrooms by participating in a fishbowl problem solving circle. When something negative happens, such as something being destroyed, scholars being unkind to one another, scholars talking during instruction, etc., the teacher can use that opportunity to gather the class together in a problem-solving circle. Tips for problem-solving circles and benefits of using problem-solving circles to resolve complaints are included. Participants will leave with tools they can use during problem-solving circles in the classroom. *Workshop Length: 1 hour*



## **More Workshops for Educators**

### **NEW** ***The Ultimate Guide to Tier 2 RP Strategies*** (Tier 2, Responsive, Advanced)



Many educators tell us, “I’ve tried countless Tier 1 strategies, but the behavior hasn’t changed. What can I do?” “Most Restorative Practices currently being used in schools are MTSS Tier I or Tier III, leaving a gap in Tier II.”<sup>1</sup> In Tier 2 of the restorative approach MTSS pyramid, unresolved misbehaviors and managing challenging behaviors are addressed. Action strategies are shared so that educators leave equipped with skills strategies for working with scholars to resolve challenges between the educator and the scholar and between scholars.

There are positive outcomes from helping our scholars restore relationships with others, as well as restoration for the individual. *Workshop length: 1 hour*

### **NEW Portrait of a Yard Supervisor Professional** (Introductory, Proactive)

Here's a new workshop for our yard supervisors who work tirelessly with our elementary scholars. When parents and educators think of yard supervisors, they often think about recess. This workshop will include reasons why scholars need recess, four key benefits of recess, and 10 supervision factors. The yard supervisors will make recess connections to restorative practices. The workshop will feature ways of engaging scholars in recess as new laws ban removing scholar's recess time. Finally, yard supervisors will create portraits of yard supervisor professionals based on workshop content. *Workshop Length: 1 hour*



### **Restorative Practices in Schools Overview** (Introductory, Proactive)

OVERVIEW



[Formerly titled Introduction to RP in Schools] This is a perfect presentation for those newer to restorative practices in schools. Zero tolerance and punishment that doesn't work for many scholars has led to what's now known as the school-to-

prison pipeline. But there's good news.

Modesto City Schools District's LCAP (Local Control Accountability Plan) has included Restorative Practices as one alternative to decrease suspensions and improve school climate since 2012-2013. Restorative practices are described as holding scholars and staff accountable, and when necessary, making things as right as possible. Discover the paradigm shift from the traditional punitive approach to the restorative approach, principles of restorative practices and the restorative practices pyramid. Learn how restorative practices are changing the lives of scholars and staff. *Workshop length: 45 minutes*

### **Changing Lenses: The Power of Restorative Practices** (Introductory, Proactive)

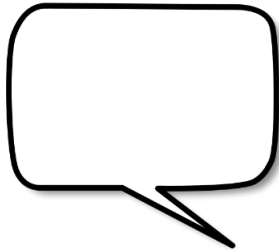
This workshop is based on change. Changing our lenses on how we view scholars, school discipline policies, and the power of restorative practices to change lives. This is the perfect workshop for presenting a broad picture of restorative practices.



Educators will examine school discipline policies that can lead to the school-to-prison pipeline, the paradigm shift, an overview of restorative practices, including the 5Rs, how to change lenses, a look at California's RP Paradigm Shift, and RP resources. The workshop includes Community Building and Dialogue Circles. Educators will leave with an overview of how restorative

practices have the power to change the lives of both scholars and staff. *Workshop Length: 1 hour*

**The Power of Affective Statements: Elementary or Secondary**  
(Introductory, Proactive)



This workshop introduces the most informal restorative response and the easiest tool for building restorative relationships. Affective statements are responses to others’ negative or positive behaviors. Educators learn the purposes of affective statements; ten characteristics of high-quality affective statements; and how to construct affective statements. Practicing the statements will provide educators with a jump-start and discussion questions allow reflection on multiple aspects.

Educators are challenged to use this new skill to develop the emotional literacy of scholars and improve school culture. *Workshop Length: 45 minutes*

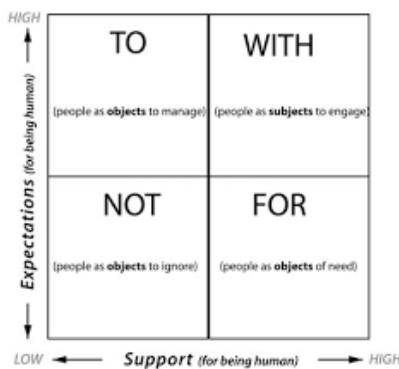
**Trainer Dr. Fritzemeier’s Favorite Workshop**  
**Restorative Apologies: Beyond Just Saying, “Sorry.” Elementary or Secondary** (Introductory)

Do you know that insincere apologies can cause more harm than help? They are also ineffective in many situations. In this workshop, *Restorative Apologies* connects restorative questions with potential apologies. Rather than just saying, “I’m sorry,” which is often not genuine, educators learn how to help others make a full apology. Full apologies usually have three parts corresponding to verb tenses: past, present, and future. The 4-part model is easy to learn and implement. Tips on responding to repetitive apologies with no change in behavior and a computer program scholars can use to write apology letters are included. Pre-requisite:

*Introduction to Restorative Questions. Workshop Length: 45 minutes*



**The Social Engagement Window for Educators** (Introductory, Proactive)



*“The fundamental hypothesis of restorative practices is that students are the happiest, healthiest and most likely to make positive changes in their behavior when teachers do things with them rather than to them or for them.”*

[iirp.edu]

Educators will determine their teaching style as they learn about the four quadrants of the Social Engagement Window: To, Not, For and With. When educators work with scholars using this framework, the results for

scholars' behaviors are surprising. A video, discussion, and personal reflection make this workshop insightful and practical. *Workshop Length: 1 hour*

## Trainer Kourtney Kauffman's Favorite Workshop

### ***Dodging the Power-Struggle Trap: 10 Restorative De-escalation Strategies for Elementary or Secondary*** (Introductory, Proactive)



Are you relieved when certain scholars are absent? Do you have scholars who “push your buttons”? Do you find yourself butting heads with the same scholars day-after-day? How do scholars “trap” educators in power struggles?

Learn specific strategies to respond to challenging behavior in ways that are intended to prevent escalation and conflict of power. This workshop features 10 restorative de-escalating strategies to deescalate power struggles. Options are also available for yard supervisors and campus supervisors. *Workshop Length 45 minutes or 1 hour*

## Most Popular Workshop

### ***7 Effective Guidance Techniques for Yard Supervisors or Campus Supervisors*** (Introductory, Proactive)



This workshop engages educators in simple yet powerful strategies to guide scholars' behavior. Guides include using a confident voice, redirection, positive language, avoiding methods that lead to loss of respect, defining limits and maintaining consistency, reinforcing directions, and being alert to the total situation. After each guide is presented, educators “practice” what they learned in role plays. This workshop offers a foundation for those newer to these roles and practice for those with more experience. *Workshop Length: 1 hour*

### ***More Effective Guidance Techniques*** (Intermediate, Proactive)



Many staff who work with scholars are frustrated with discipline challenges. This workshop begins by answering two questions that will improve guidance and decrease frustration. What doesn't work or is inappropriate when guiding children or teens?



After reviewing the *Seven Guidance Techniques*, educators will learn three more effective guidance techniques: ignoring, offering choices, and natural consequences. The workshop culminates with discussion focusing on connecting guidance challenges with techniques that work and role plays. Pre-requisite: *Seven Effective Guidance Techniques for Yard Supervisors or Campus Supervisors*. *Workshop Length: 1 hour*

### ***Fine Tuning the Nuances of Restorative Questions*** (Intermediate, Responsive)



You know the restorative questions. You use them with scholars and staff. But sometimes they feel awkward while at other times you get stuck. Is there anything else you can do? This workshop, *Fine Tuning the Nuances of Restorative Questions*, helps educators introduce restorative questions to scholars, effectively deal with scholars' interruptions, use a conversational style, summarize the process, reach an agreement, and determine when to go beyond

apologies. With practice time included, educators will fine tune how effectively they use restorative questions with others. *Workshop Length: 1 hour*

### ***Today's Disconnected Scholars*** (Intermediate, Responsive)

This workshop begins by "meeting" two disconnected scholars (often related to life events, trauma, and chronic stress) and the challenging behaviors that can arise in schools. A small group activity allows participants to explore the needs and benefits of adult-scholar relationships for scholars and for staff. The workshop includes discussion on reaching today's disconnected scholars. It is recommended that school sites schedule the workshop *Connecting with Disconnected Scholars* to learn connection strategies. *Workshop Length: 45 minutes*



### ***Connecting with Disconnected Scholars*** (Intermediate, Proactive)



Teachers are busier than ever. Yet more scholars are arriving with challenging behaviors and are the ones who most need a caring adult. Educators spend so much time on scholars' disruptive behaviors, little energy is left to reach them. This workshop features 8 to 12 strategies educators can use to take a few minutes here and there to invest in building relationships with disconnected scholars. *Workshop Length: 1 hour*

### **10 Strategies for De-escalating and Defusing Scholars' Behaviors** (Intermediate, Proactive)

Do you work with scholars who are triggered by something, and their behaviors escalate quickly? Do you find yourself caught off guard and unsure of what to do? What are current methods for de-escalating and defusing scholars' behaviors? This workshop offers 10 effective strategies to help de-escalate and defuse scholars' behaviors whether in the classroom or outside the classroom. *Workshop Length: 45 minutes*



### **Restorative Practices, Social-Emotional Learning (SEL), and Mental Health** (Advanced, Responsive)

[Formerly titled SEL & RP) Explore how to use restorative practices to address mental health awareness and wellness support while promoting social-emotional learning. This workshop introduces the five Social and Emotional Learning Core Competencies. Common Characteristics of Social-Emotional Learning (SEL) and RP provide the foundation of the workshop. Educators will look at how SEL Supports the Development of RP and vice versa. Participants will consider implementing SEL and RP together using schoolwide strategies. Educators will experience both a SEL and RP activity that builds participants' skills. Small groups and discussion included. *Workshop Length: 1 hour*



### **Special Needs & Restorative Practices** (Advanced, Proactive)

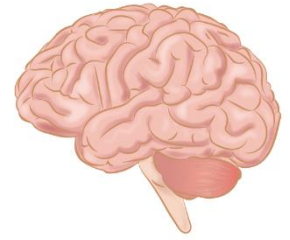


Special Education scholars are part of the school community, and they matter. Restorative practices in schools can improve and support the practices of special education teachers, staff, and school counselors. Exploring the RP intersection is important for inclusion. Educators will begin looking at the RP basics that are required for a chance of success. Special needs scholars can gain essential social skills with restorative practices. The workshop concludes by adapting restorative questions for special needs scholars. *Workshop Length: 1 hour*

## **Trainer Sam Tallon's Favorite Workshop** **Trauma Awareness and Restorative Steps to Brain Regulation** (Advanced, Responsive)

(Formerly titled *The Trauma Sensitive Educator*)

Participants will gain insight about the impact of trauma on child development, behavior, and learning. We will review the ACEs and PCEs study to explore the negative impacts of trauma throughout the lifespan, and the encouraging research that healthy adult relationships and a safe community increases resiliency and overall wellbeing of our scholars. Participants will also receive tools and training to assist in brain regulation for scholars who are exhibiting high stress and trauma responses. *Workshop Length: 1 hour*



## **WORKSHOPS FOR PARENTS/CAREGIVERS** **Note: The following workshops and handouts are available in Spanish.**

***Restorative Practices in Schools Overview*** (Introductory)  
See description in educators' section. Available in Spanish.

***Restorative Practices and the Home School Connection: Elementary or Secondary*** (Introductory)



Have you heard about the school-to-prison pipeline? Are you concerned with the number of scholars suspended from schools? This workshop addresses school discipline concerns. The school discipline change features a shift from rules and punishment to relationships and restorative approaches. Parents/caregivers will learn why punishment doesn't work for many scholars and how changing our questions about children's and adolescents' misbehavior shifts from breaking rules to repairing relationships. Parents/caregivers will role play restorative questions that are used at school and can easily be used at home. Available in Spanish. *Workshop Length: 1 hour*

***Dodging the Power-Struggle Trap for Parents/Caregivers*** (Introductory)

Does this sound familiar? You ask your child or teen to do something, and it ends with opposition, aggression, or apathy to your request? Power struggles typically do not end well. They create distance and hostility instead of closeness and trust. Where do power struggles come from and what are our kids/teens trying to achieve?



In this workshop, parents/caregivers learn specific strategies to respond to challenging behavior in a way that is intended to prevent escalation and conflict of power, techniques to deescalate power struggles including restorative practices techniques, and how we can transform power struggles, so our kids/teens learn important life skills including self-discipline, responsibility, cooperation, and problem-solving skills. Available in Spanish. *Workshop Length: 1 hour*

### ***Restorative Parenting: Building Stronger Relationships with Your Children and Teens (Introductory)***



Your scholar's school is using Restorative Practices as an alternative to punitive discipline. How can you use these strategies at home? Parents/caregivers will understand the basics of Restorative Practices and how and why to incorporate them into their parenting/caregiving. Through practice and discussion, parents and caregivers will learn skills through a Restorative Practices lens. These include the use of affective statements, and restorative conversations to promote accountability and repair of harm for both children/teens and parents/caregivers. Available in Spanish. *Workshop Length: 1 hour*

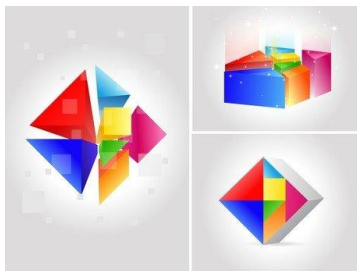
### ***Beyond Saying Sorry: Using Restorative Apologies with Your Children (K-6<sup>th</sup>) or Teens (7<sup>th</sup>-12<sup>th</sup> Grades) (Intermediate)***

Do you know that some apologies can cause more harm than help? Why are these types of apologies ineffective? In this workshop parents/caregivers will connect restorative questions with potential apologies. Rather than just saying, “I’m sorry,” which is often not genuine, parents/caregivers learn how to help their children make a full apology. Full apologies usually have four parts: past, present, future, and forgiveness. The 4-part model is easy to learn and use at home. Available in Spanish. Pre-requisite: *RP and the Home School Connection: Elementary or Secondary*. Workshop Length: 1 hour



## ***Helping Children and Teens Change Their Behavior: Using The Social Engagement Window*** (Intermediate)

*“Restorative practices are based on the fundamental belief that our children (and teens) are the happiest, healthiest and most likely to make positive changes in their behavior when parents/caregivers do things with them rather than to them or for them.” [iirp.edu]*



Based on the social engagement window, parents/caregivers will discover where their parenting style lies on the four quadrants: To, Not, For or With. When parents/caregivers implement guidance using this framework, the results for children’s/teen’s behaviors are surprising. An overview of the quadrants and styles, video clip, and a reflective circle make this workshop engaging and practical for parents/caregivers. Available in Spanish. Workshop Length: 1 hour.

## **WORKSHOPS FOR SCHOLARS (5<sup>th</sup> – 12<sup>th</sup>)**

- *Restorative Practices in Schools Overview*
- *Introduction to Restorative Questions: Elementary or Secondary*
- *Restorative Apologies, Beyond Just Saying, “Sorry.” Elementary or Secondary*
- *Introduction to Restorative Peer Leaders (Elementary or Secondary)*
- *Elementary Restorative Peer Leaders: Peace Paths*
- *Secondary: Introduction to Restorative Circles – The Basics*

- *Secondary: Community Building Circles*

### Trainer's Contact Information

<p><b>Dr. Marian Fritzemeier, Ed.D.</b> Restorative Practices Trainer, Consultant, &amp; Coach</p> <p>C: (209) 765-7016</p> <p><b><a href="#">NEW Email, Webpage &amp; Facebook Page!</a></b>  <a href="mailto:drmarian@GatewaytoRestorativePractices.com">drmarian@GatewaytoRestorativePractices.com</a>  <a href="https://www.GatewaytoRestorativePractices.com">https://www.GatewaytoRestorativePractices.com</a>  <a href="https://www.facebook.com/GatewaytoRestorativePractices">https://www.facebook.com/GatewaytoRestorativePractices</a>          Sign up for Dr. Marian's RP Blog at her website.</p>	<p><b>Restorative Practices Team</b></p> <p>Kourtney Kauffman, M.S., LMFT Family Concern Counseling Director, Marriage &amp; Family Therapist (#116593)</p> <p>Central Valley YFC Office 1101 M Street, Modesto, CA 95354 209-522-9568 x128 <a href="mailto:RP@CVyouth.org">RP@CVyouth.org</a></p>
---	--

### Sources

1. *Relationships First: Restorative Justice-Practices in Philly Public Schools*. 2022. No author, p. 15. <https://www.philasd.org/schoolclimate/#relationshipfirst>
2. *Trauma Informed Care: An element of success*. 2022. HCDE Communications, May 12. <https://blog.hcde-texas.org/2022/05/12/trauma-informed-care-a-fundamental-element-of-school-success/>
3. *Repairing the Harm*. 2022. Pillar 2 Joy and Wellness. No author. [achieve.lausd.net]
4. *Topic Circle Series: A Tier II Restorative Practice for School Communities*. Rockefeller, J.D., Kathy. No date. <https://nacri.org/community-justice-featured/community-justice-for-schools-tier-ii-restorative-practices>

### Image Sources

Tree clipart [rawpixel-id-7595732-public-domain-cc0]; choice [rawpixel-id-5922736-public-domain-cc0] chalkboard-with-introduction-message [freepik.com]; forming-a-star-6146696 [pexels.com]; repair chalkboard [picpedia.org]; photocms\_files1\_ geralt Sketch [publicdomainvectors.org]; circles [reddragonnetwork.org]; reading book in blue circle [cosaco.org]; man holding heart & brain decision-making [publicdomainpictures.net]; storytelling-child-clip-art [FAVPNG]; problem-solution-98377 [Pixabay.com]; apply-quick-style-to-pyramid-shape; Picture\_frame\_leaves\_stainedglass\_03 [Oxana59, CC BY-SA]; overview-final [theieltsgenius.com]; Vision Eyechart with Glasses [c/c0 Wikimedia.org]; illustration-of-a-cartoon-speech-bubble-[freestockphotos.biz]; callout-with-rounded-corners-right-vector-image [freesvg.org]; speech-bubbles-with-question-mark-clipart 79029 [creazilla.com]; im-not-sorry-yellow-sticker-note-post 659247 [needpix.com]; Social Discipline Window [Dorothy Vaanderling's Relationship Window, 2010]; solutionist 48227462591 John Kenfield [Flickr.com];

goats-'competition dispute-692660 [Pixabay.com]; that-way-1496856 [freeimages.com];  
Question Mark Note Duplicate [Pixabay.com]; clker.com/clipart-532694;  
soulshoppe.com/products; t-shirt-negativity-typography [freesvg.org]; conversation-dialogue-  
interview-1262311 [Pixabay.com]; thud/dc/Gnome-face-angry [wikimedia.org] emotions-  
expressed-with-black-color-in-yellow-squares 118921 freerangestock.com]; free-transparent-  
background [hiclipart.com]; Human Brain [Irshad CC0vi a Wikimedia Commons]; Locker Image  
Modern yellow school lockers [Adobe.com]; white-lions-tug-o-war [publicdomainpictures.net];  
Family-Picnic-Silhouette 219884 [openclipart.org]; sorry-dog-text-cute-puppy-sad-13630  
[Pixabay.com]; seven-color-changing-vector-5426021 [freeimages.com]