



THE OPPOSITE OF *belonging* IS FITTING IN.

- Brené Brown



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What do our students need to be successful and thrive at Woodward?



How does a sense of Belonging connect to what we want for our students at Woodward?

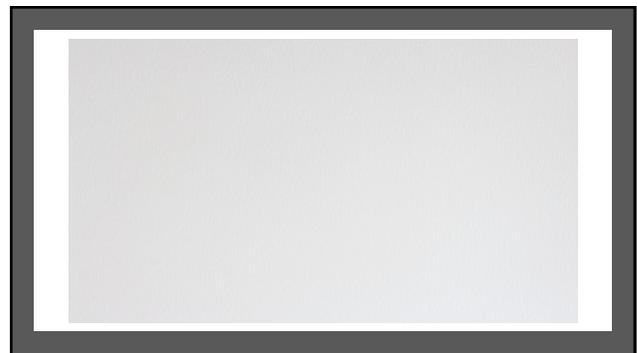
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What gets in the way?

More than half of our children are negatively impacted by childhood stress and trauma, and many, if not most will never be identified.




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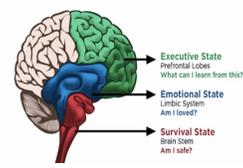
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Brain and Environment

- Children's brains respond to their environment, the brain being the most environment-responsive organ
- Brain development and growth depends on a child's experience in life
- How a child is treated and what happens to them affects how their brains' neuropathways develop, experience shows them how to be in the world

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Brain States: Need to Work Bottom-Up




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**What do we want our students to have when they leave Woodward...**

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We want all of our students to build an SEL toolbox... **+** Both SEL & TIP are rooted in relationships and belonging...

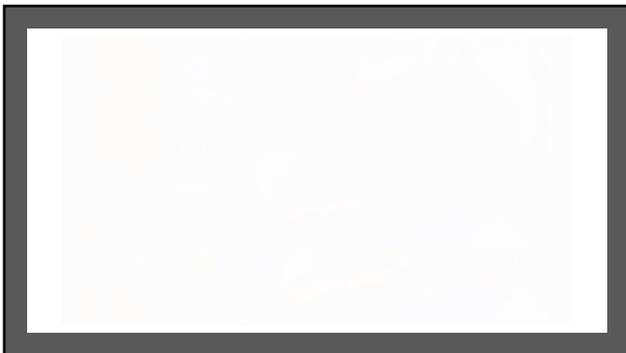
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**Why do we need to focus on the table?**

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**5G Connection**

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How can we continue to build SEL routines and practices that anchor a student's sense of safety, connection and belonging?

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AUTHENTIC CONNECTION IS DEFINED BY WHAT THE CHILD PERCEIVES AS CONNECTION, NOT BY WHAT WE INTEND AS CONNECTION.



TO CONNECT WITH A CHILD, WE MUST OBSERVE, SLOW DOWN, UNDERSTAND THEM, AND MEET THEM WHERE THEY ARE.

VISIBLCHILD

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How can we create a welcoming experience that focuses on belonging at Woodward for our students when they return in September?

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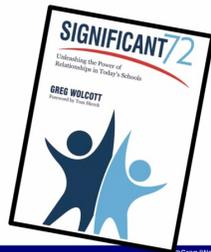
### #Significant72 Tool

**2 x 4 Relationship Building Calendar**

Teacher: \_\_\_\_\_ Grade/Course: \_\_\_\_\_ Period: \_\_\_\_\_

Directions: Please spend 7 minutes a day with four different classes during the first 72 days of school. Write this chart in the center of students to meet with each day. Use these connections to better get to know each child and for them to better get to know you. Have conversation around each of these activities by the end of the calendar, what you want has been learned about each student and how that information can be used to provide additional support in the classroom.

MONTHLY Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday



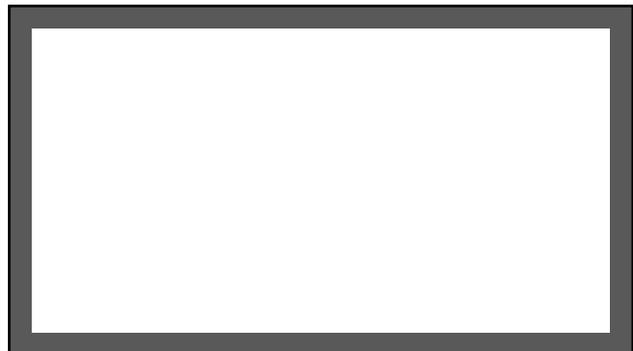
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**411 TSR Student Test**

- 4 things you know about your teacher
- 1 friend your teacher talks about
- 1 thing you have in common with your teacher

**REVERSE!**  
\*More Impact

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