

# **K-8 Behavior Strategies for Literacy and Writing Instruction**

*The importance of self-regulation and executive functioning*

Presented by:

**Dr. Sherri Thomas**

**Kali Binkley**

**Candice Robb, NBCT**



 Heart of Missouri  
Regional Professional  
Development Center  
University of Missouri



**Kali Binkley**  
Heart of Missouri  
MO-SWPBS Consultant  
[binkleyk@missouri.edu](mailto:binkleyk@missouri.edu)



**Dr. Sherri Thomas**  
Heart of Missouri  
MO-SWPBS Consultant  
[thomassherris@missouri.edu](mailto:thomassherris@missouri.edu)  
[@sherrielliott82](https://www.instagram.com/sherrielliott82)



**Candice Robb, NBCT**  
Heart of Missouri  
K-3 Literacy Consultant  
LETRS Facilitator  
[candice.rob@missouri.edu](mailto:candice.rob@missouri.edu)  
[@CandiceRobbNBCT](https://www.instagram.com/CandiceRobbNBCT)



# Today's Learning Outcomes

## **Outcome #1**

**Empower students to organize thoughts in an impactful way for reading and writing tasks**

## **Outcome #2**

**View lessons and behavior support that increase literacy support through a well-managed classroom**

## **Outcome #3**

**Gain an understanding of the correlation between literacy knowledge, skills, and student behavior**



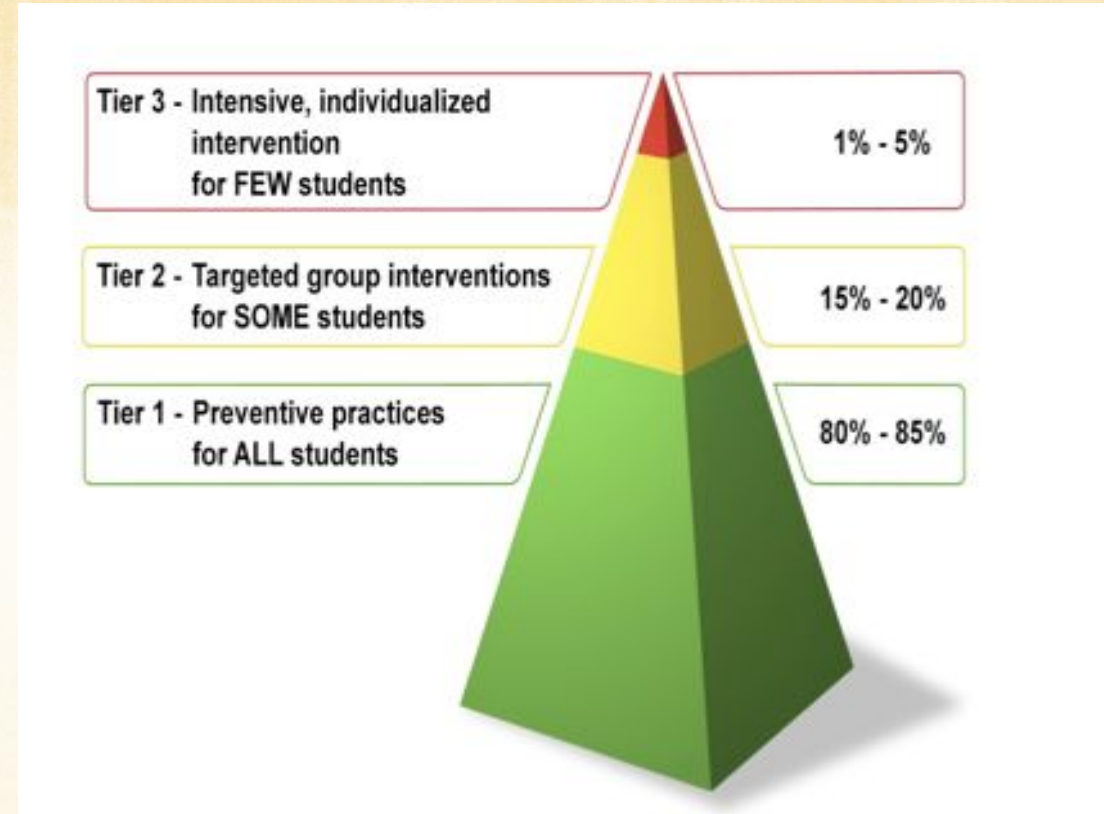


# Love of Reading

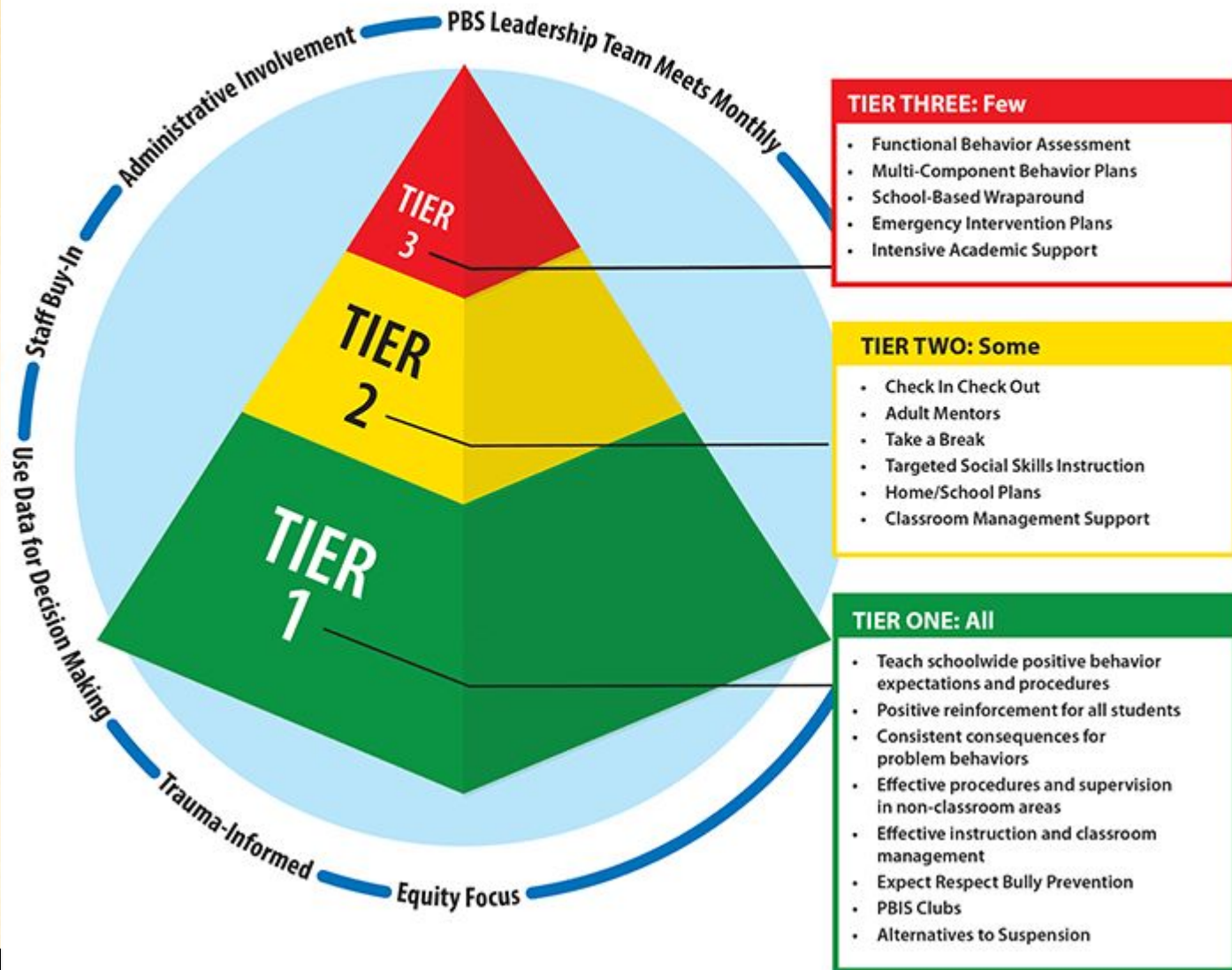


# Effective Teaching & Learning Practices

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Unexpected Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activities Sequencing & Choice
8. Task Difficulty

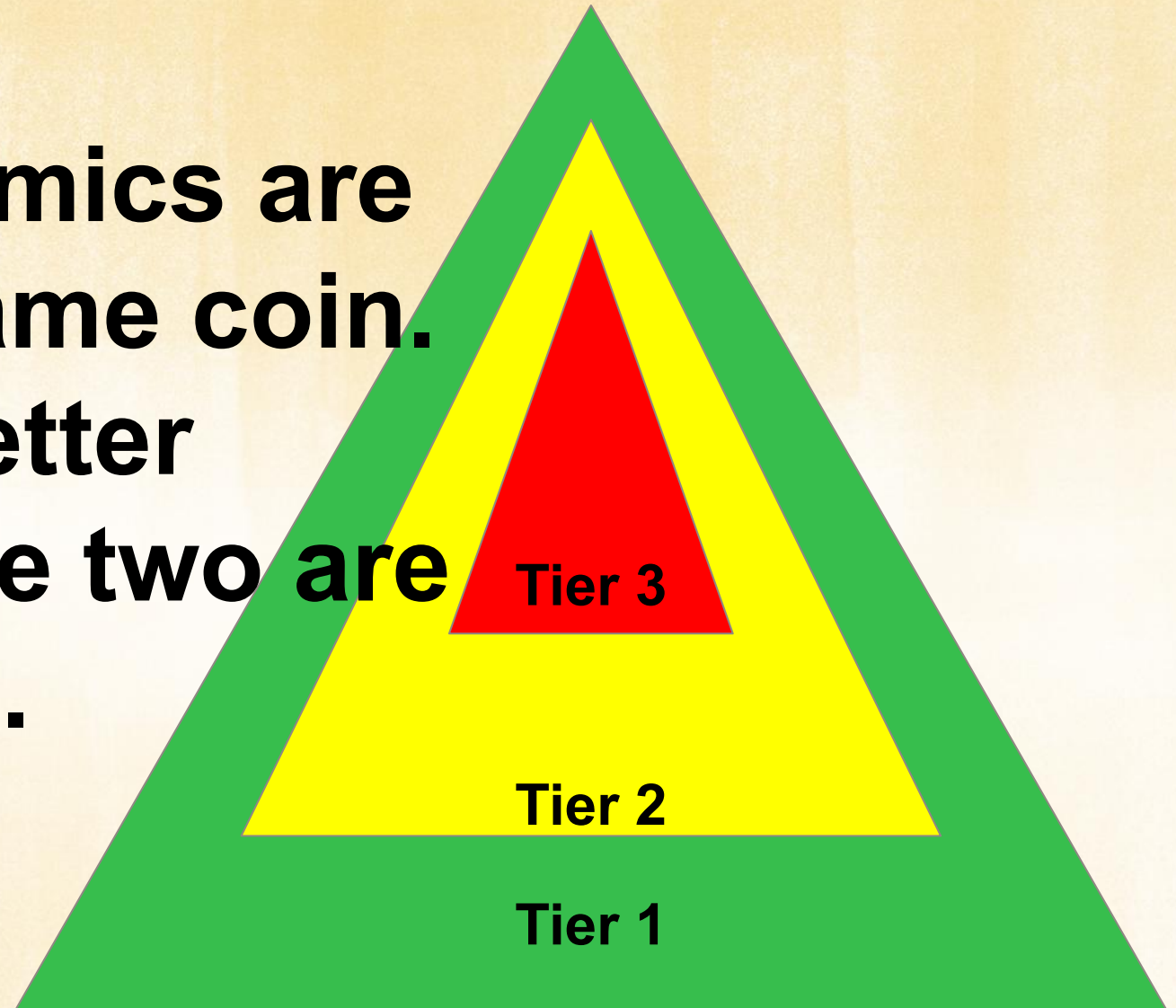


# Three-Tiered Model of Positive Behavioral Interventions and Support



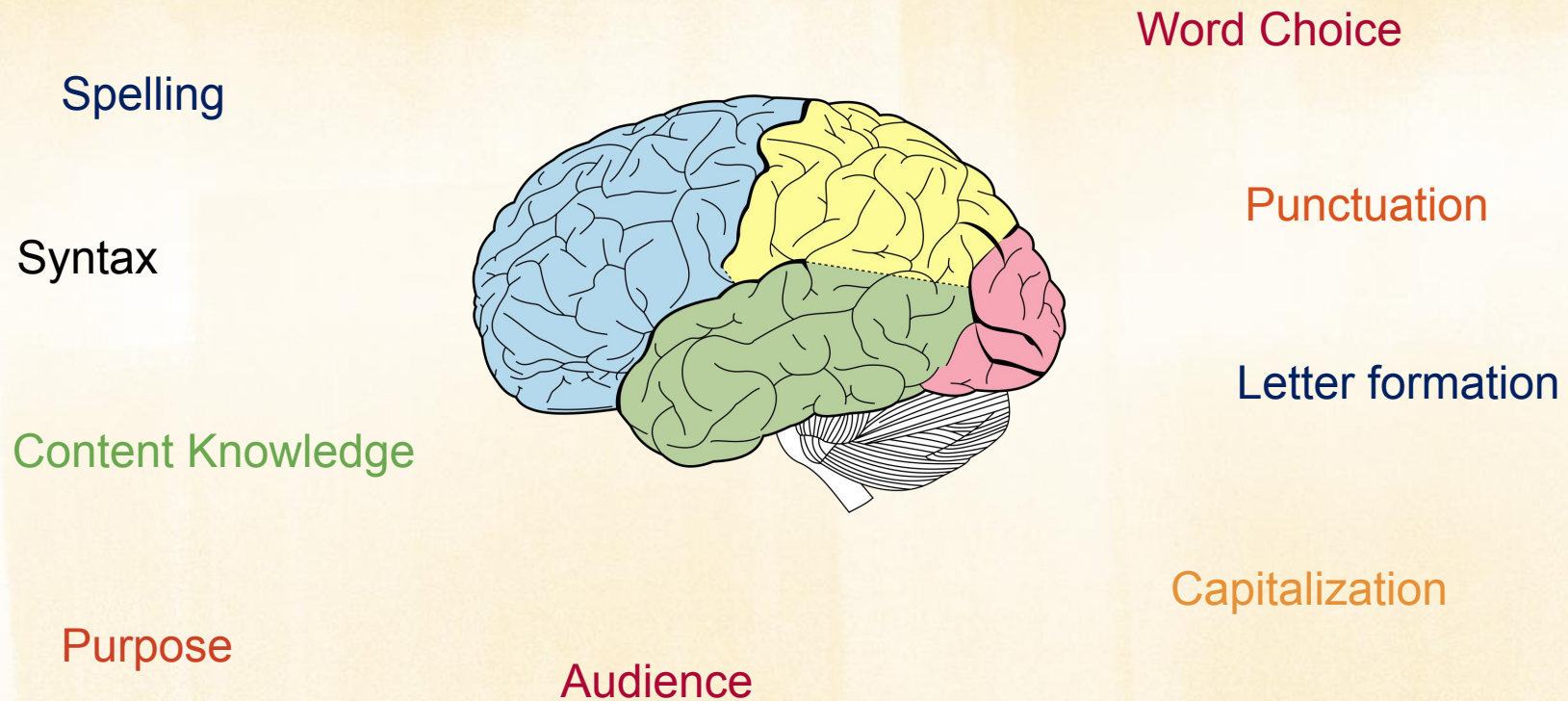


**Behavior & Academics are  
two sides of the same coin.  
We need to better  
understand how the two are  
connected.**



# Why writing is a mental juggling act!

## Working Memory





# 9 executive functioning skills we use in writing



www.thepathway2success.com



## Planning

Outlining a plan before starting writing



## Metacognition

Writing while juggling new ideas in brain at the same time



## Flexibility

Trying a new strategy when one doesn't work

## Attention

Staying focused and on task during the writing process



## Time Management

Using time efficiently and effectively to complete work



## Perseverance

Working through challenges to complete a goal



## Task Initiation

Starting work and avoiding procrastination



## Metacognition

Evaluating progress to check in with self



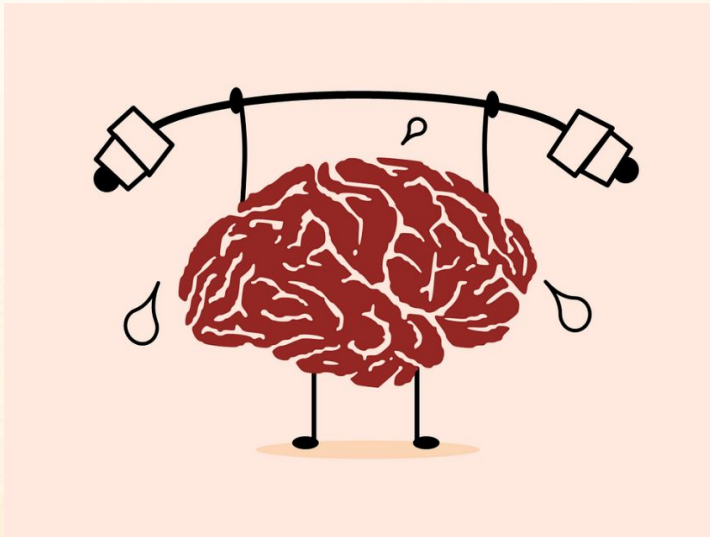
## Organization

Keeping writing pieces organized and cohesive



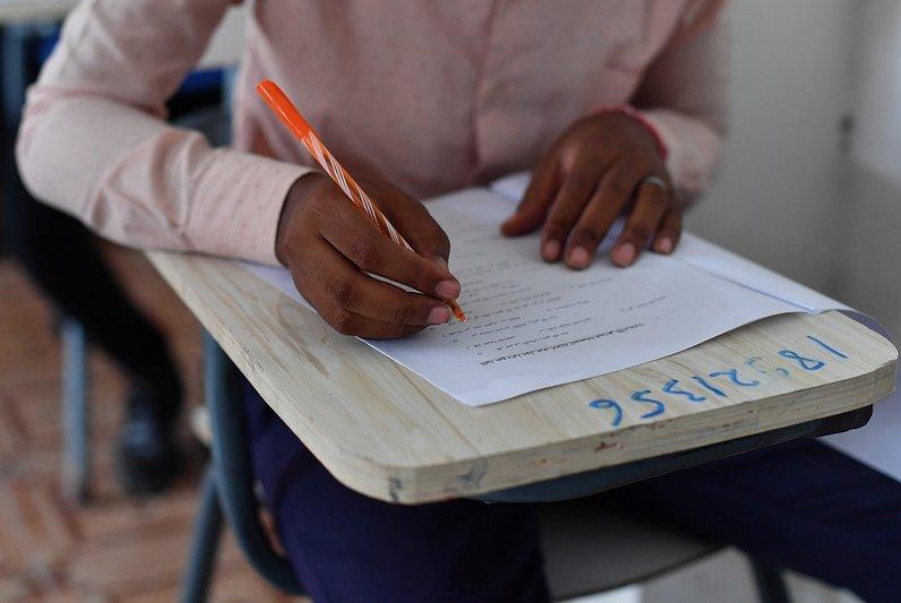
# How can we support working memory capacity?

**Build Fluency and automaticity in foundational reading and writing skills!**





# Transcriptional Fluency Supports Working Memory





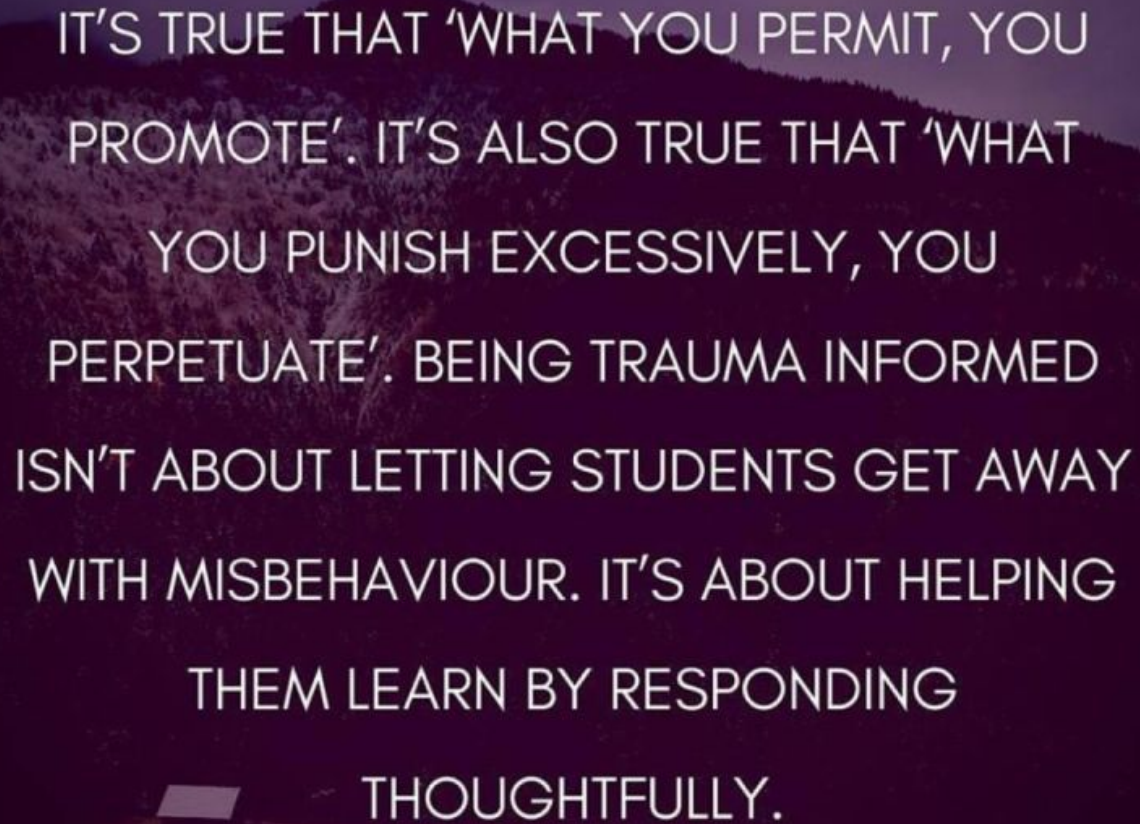


**Give One Get One.**



# **Create a Safe Learning Environment!**

- Educators cannot make students learn or behave.
- Educators can create environments to increase the likelihood students learn and behave.
- Environments that increase the likelihood are guided by a core curriculum and implemented with consistency, fidelity and equity.



IT'S TRUE THAT 'WHAT YOU PERMIT, YOU PROMOTE'. IT'S ALSO TRUE THAT 'WHAT YOU PUNISH EXCESSIVELY, YOU PERPETUATE'. BEING TRAUMA INFORMED ISN'T ABOUT LETTING STUDENTS GET AWAY WITH MISBEHAVIOUR. IT'S ABOUT HELPING THEM LEARN BY RESPONDING THOUGHTFULLY.

**How will you respond to student behavior?**



# What does the word **SARCASM** mean?

Marzano is 100% against using sarcasm. Especially with Middle school students. Sarcasm and Humor are two very different things.





# Teacher Language Rules

Are we collectively building a positive culture and healthy students?

**"The walls of a school should reflect a future possibility. The halls should honor dreams. The rooms to help prepare for them."**

- Heather Wolpert-Gawron in Education Week Teacher



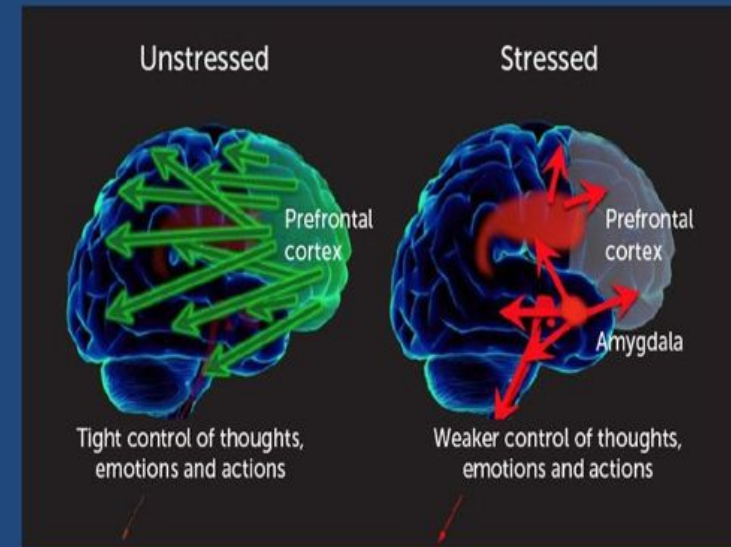
# School-wide Positive Behavior Support

What it is NOT	What it IS
Add on Program	Framework or Structure
Collection of ready made scripts	Behaviors are taught using lessons that are collaboratively developed.
An approach that uses bribes to get children to behave	Continuum of strategies to recognize appropriate behavior
An approach that has no consequences for inappropriate behavior	Problem behaviors have clear consequences
A small group making decisions for the whole school	Data and team based action planning involving all staff

Beneath every behavior, there is a feeling. And beneath every feeling is a need. And when we meet that need rather than focus on the behavior, we begin to deal with the cause and not the symptom.

Ashleigh Warner

wordables.





# Opportunities to Respond

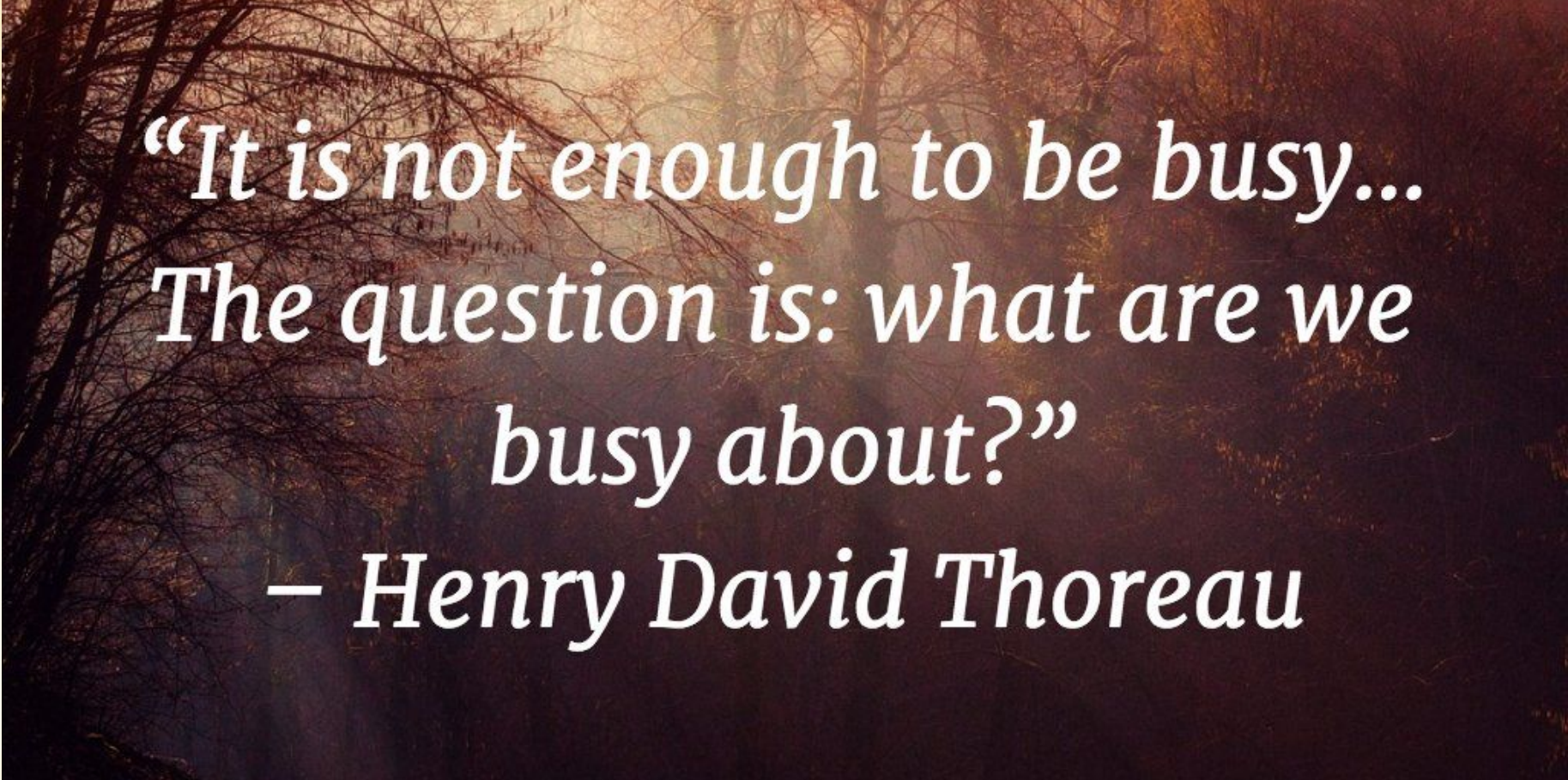
## *Whole Group Instruction Strategy: ME or WE*

Students with reading difficulty can become anxious and uncooperative when tasked to read aloud in a whole group or small group setting. Take some of the pressure off and create a safe learning environment by offering the “**ME or WE**” strategy-the student has the option of reading aloud individually, or the “WE” option would allow the entire class to read along chorally.





# What is our “WHY”?



*“It is not enough to be busy...  
The question is: what are we  
busy about?”*

*– Henry David Thoreau*





**What has stuck with you?**



# Behavior is Communication

People don't change their behavior when other people yell at them, shame them, or send them away to be alone.

People change their behavior when they feel heard, understood and loved.

Growth and change require connection and compassion.

*~Katie Hurley, LCSW*





# Getting Stuck

Where a person is in chronological age may not be where they are in emotional age.

“ BY DEFINITION, THE 4:1 RATIO IS  
*four positives to one negative.*

WHAT MANY DON'T *understand* IS THAT  
IN ORDER TO *shape* THE BEHAVIOR YOU WANT,  
YOU MUST PROVIDE ENOUGH *positive* REINFORCEMENT  
FOR THAT BEHAVIOR TO BECOME *consistent.*

THIS IS A GREAT TOOL TO USE IN BUSINESS, SPORTS,  
*and even at home.*

@biasbehavioral

-Aubrey Daniels”

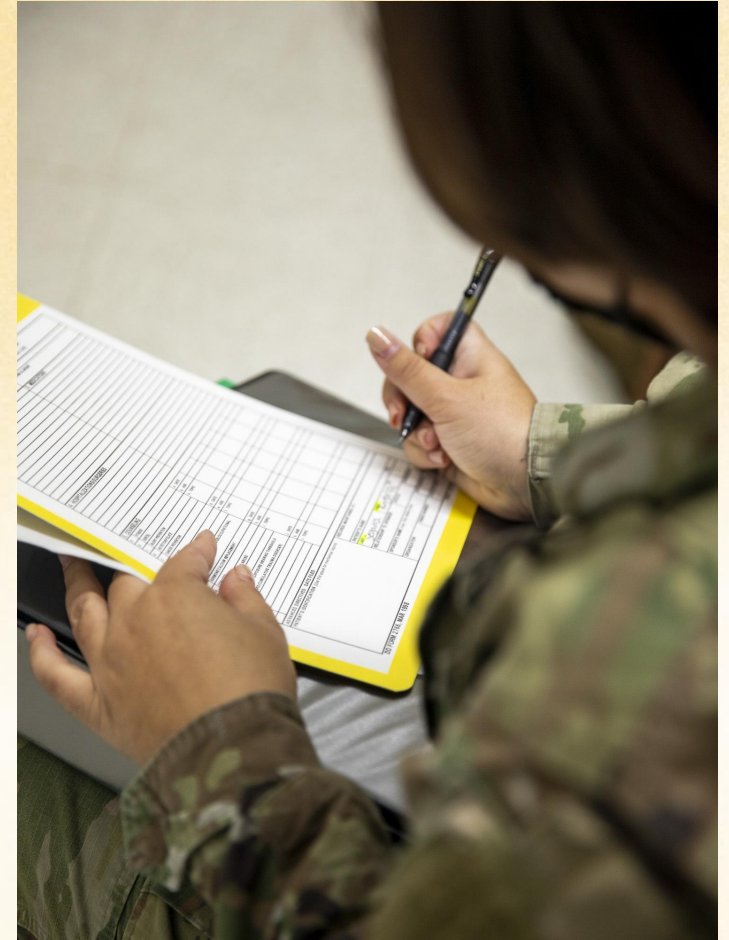
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# The Trauma of Negative Learning Experiences

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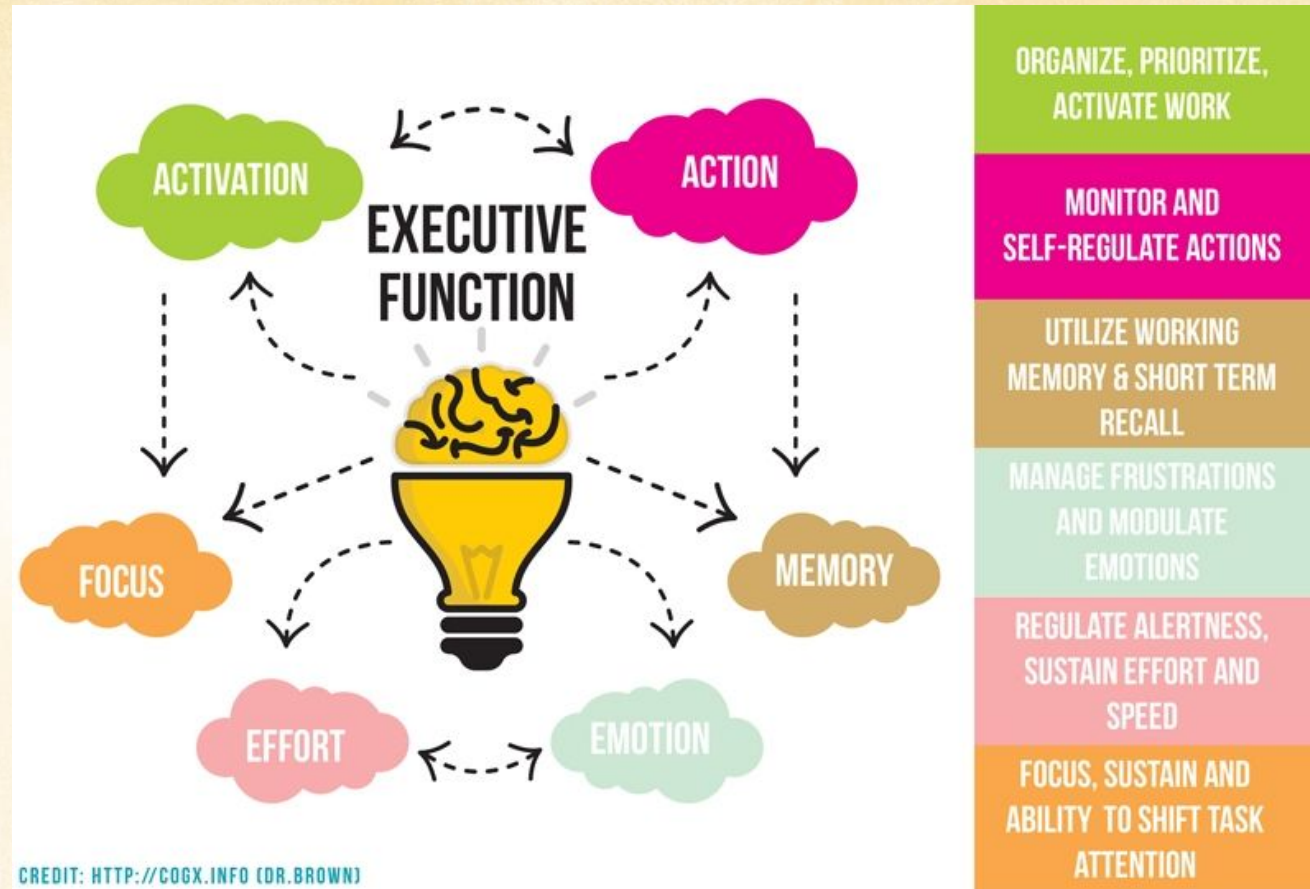


“Reading is access,  
but writing is power.”

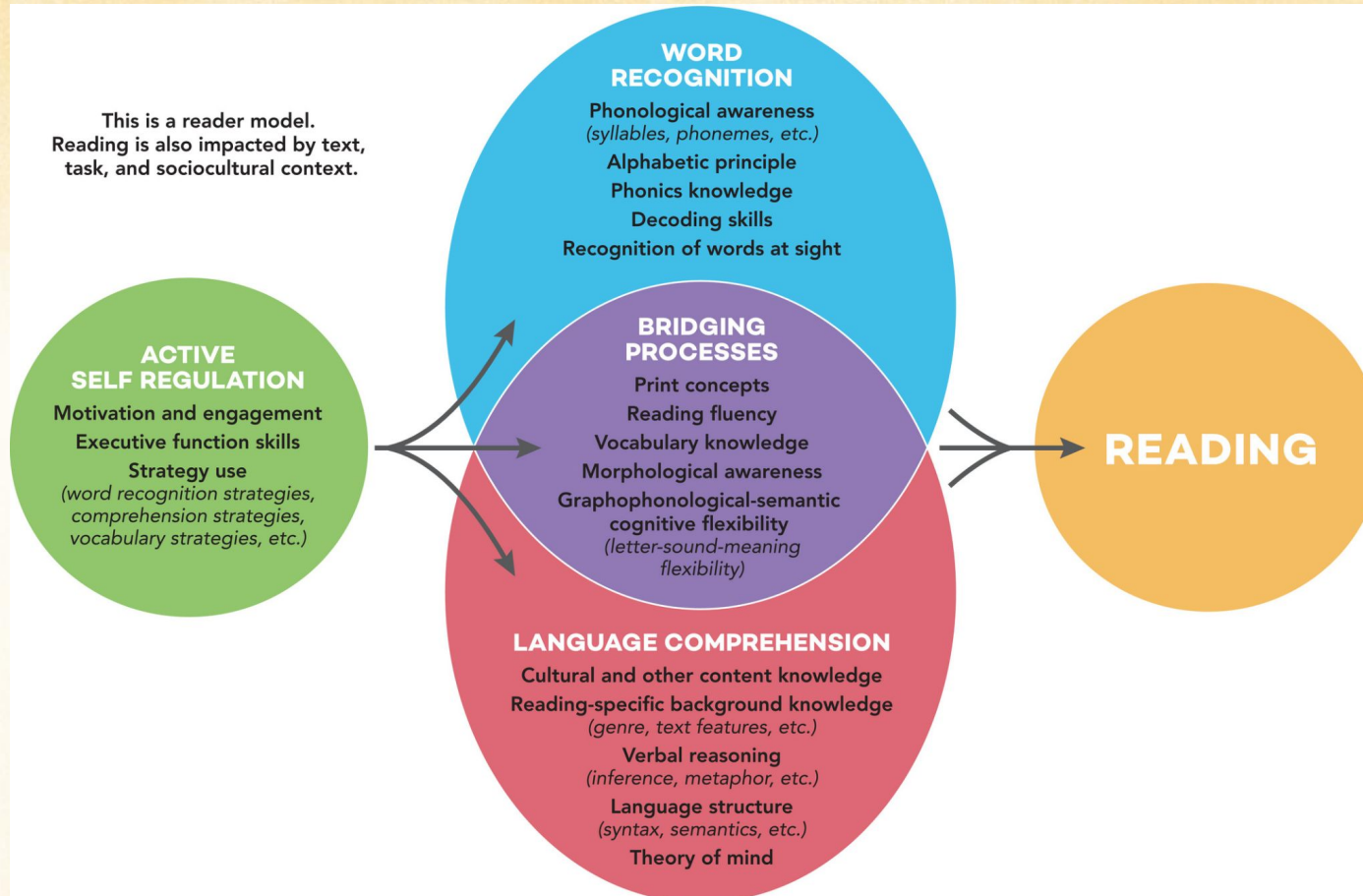
National Writing Project, 2021



# Executive functions (working memory, cognitive flexibility, inhibitory control)

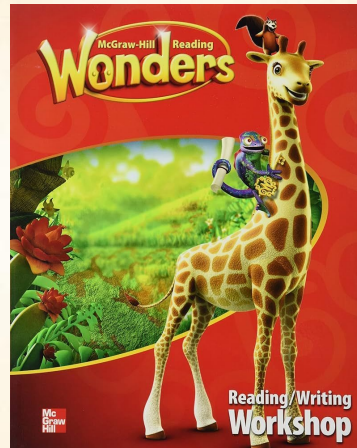
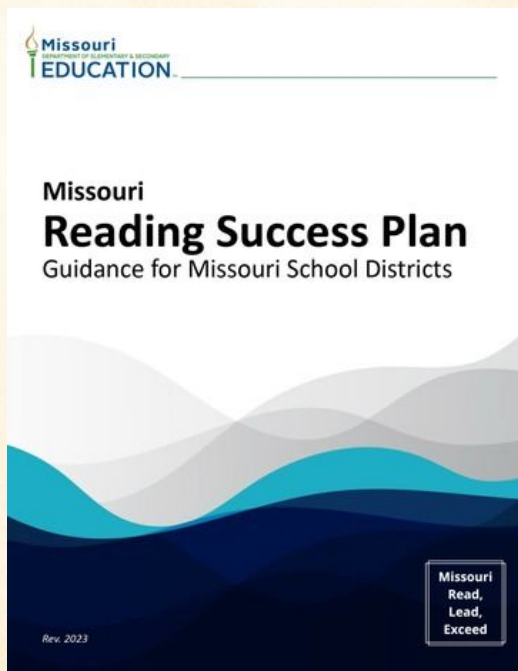


# Active View of Reading Model

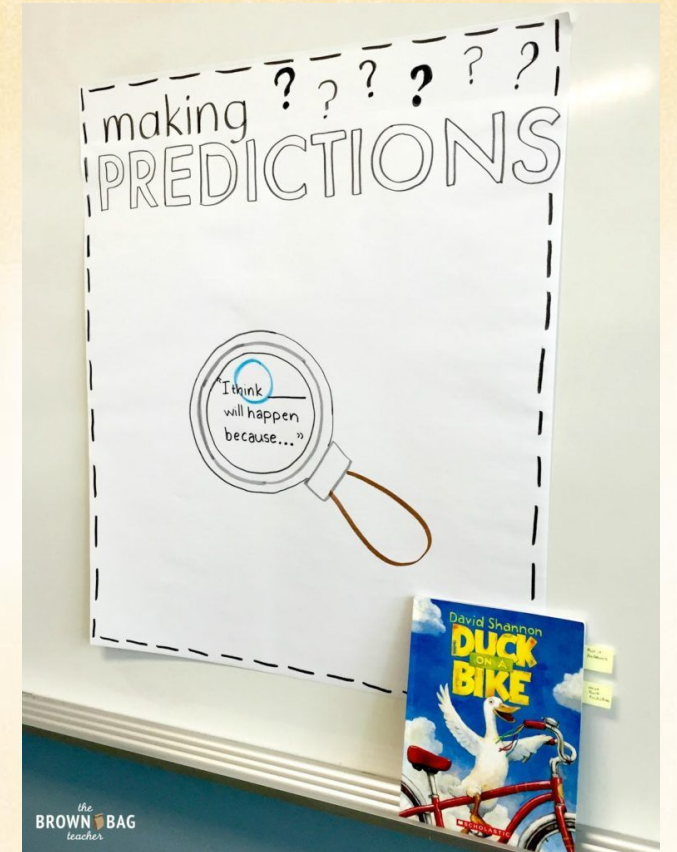
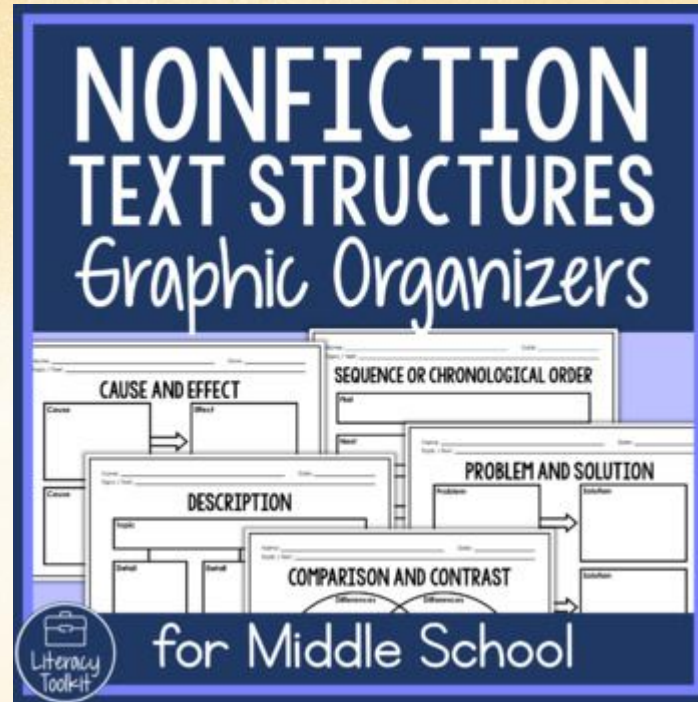
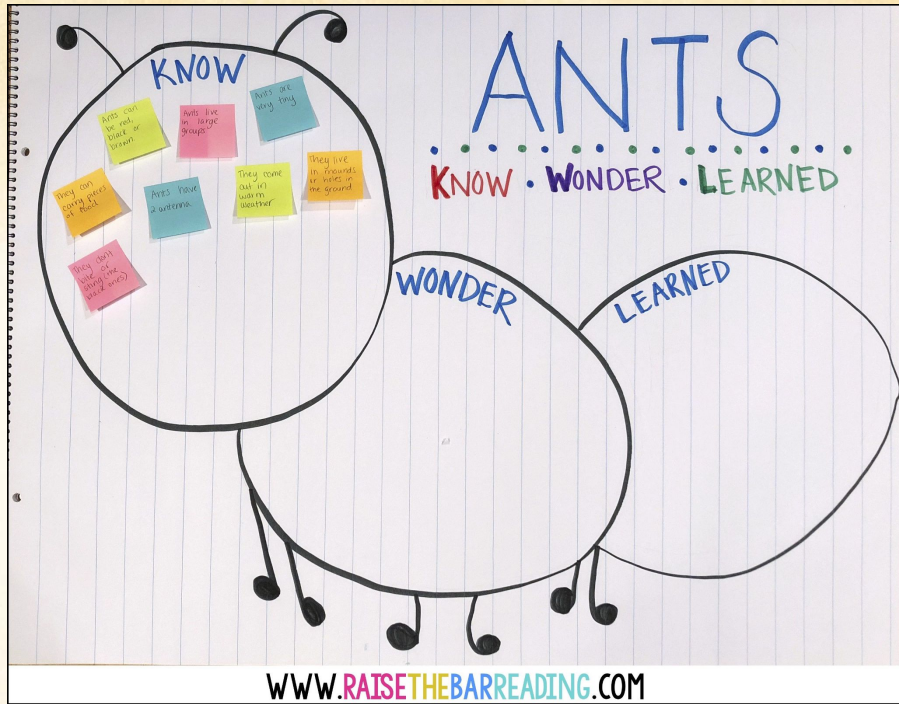




# Support Executive Function Skills in the Classroom with Evidence-based Reading Practices



# BEFORE READING





# DURING READING

## Reading Annotations

(reading for a purpose using a pencil)

- Vocabulary
- ☆ Important details
- Big idea or main idea
- ? I don't understand; I wonder...
- ↔ I made a connection.
- + I agree.
- I disagree.
- ! I'm surprised!

### Let's generate Questions!

Reasons to ask questions:

- if you are curious about something
- if you want to predict what will happen
- if you want to make something more clear

## Visualizing

Good readers make mental images using their 5 senses while they read.

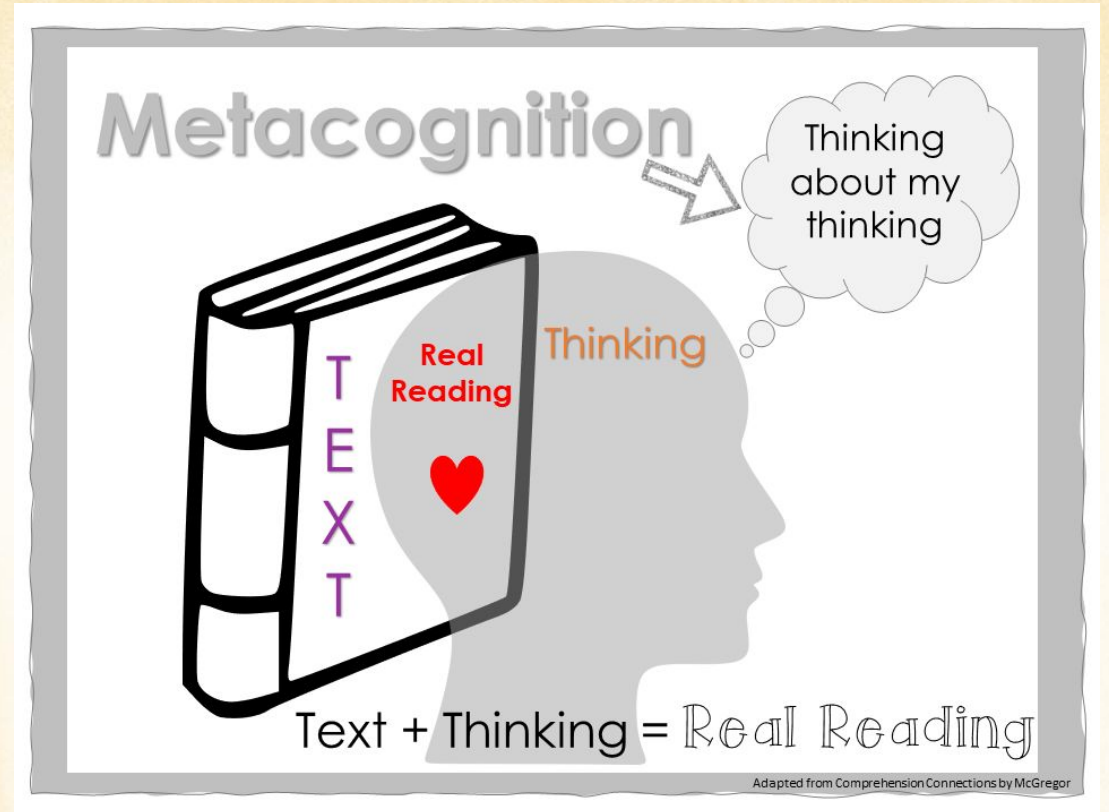
Thinking Stems:

- I'm picturing...
- I can imagine...
- I'm visualizing...
- My mental images include...





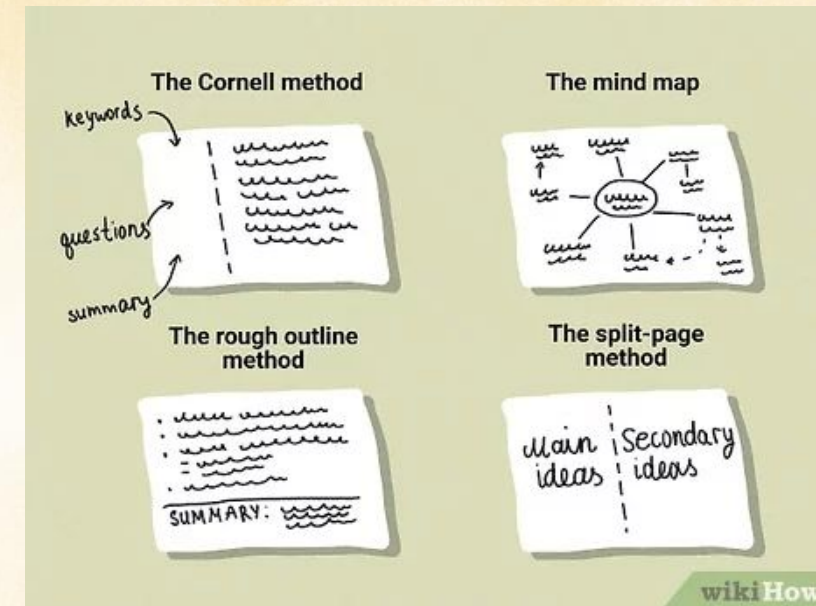
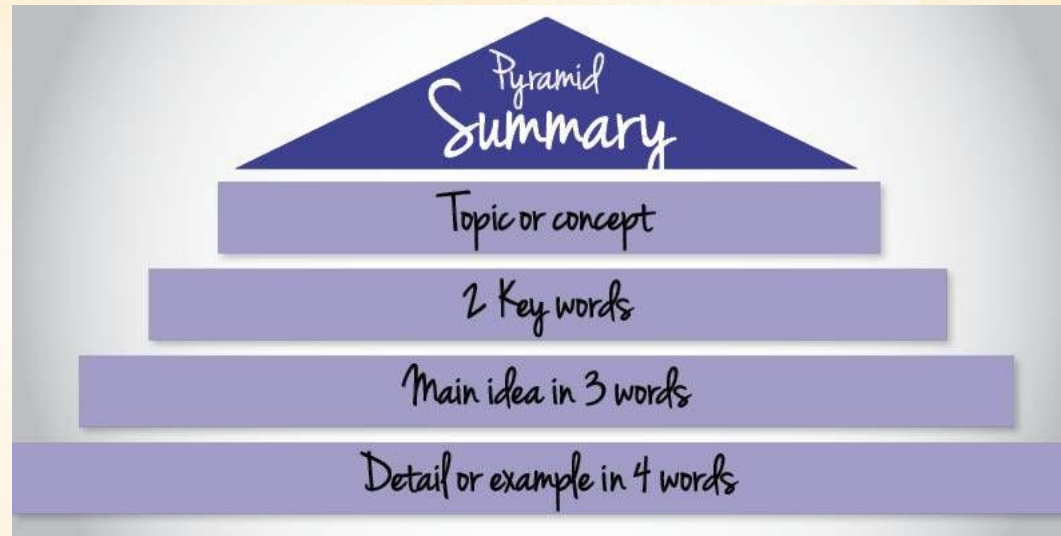
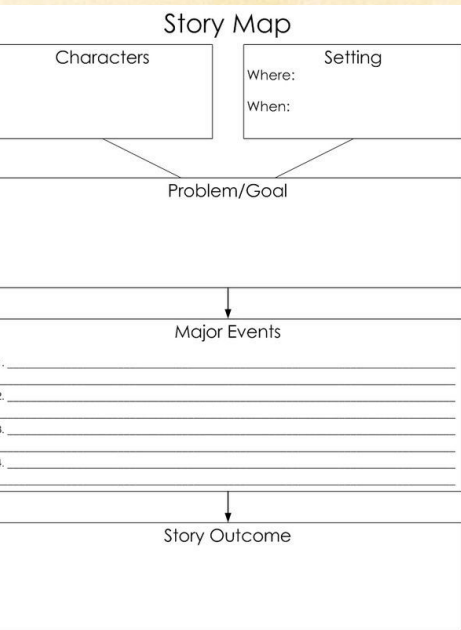
# AFTER READING



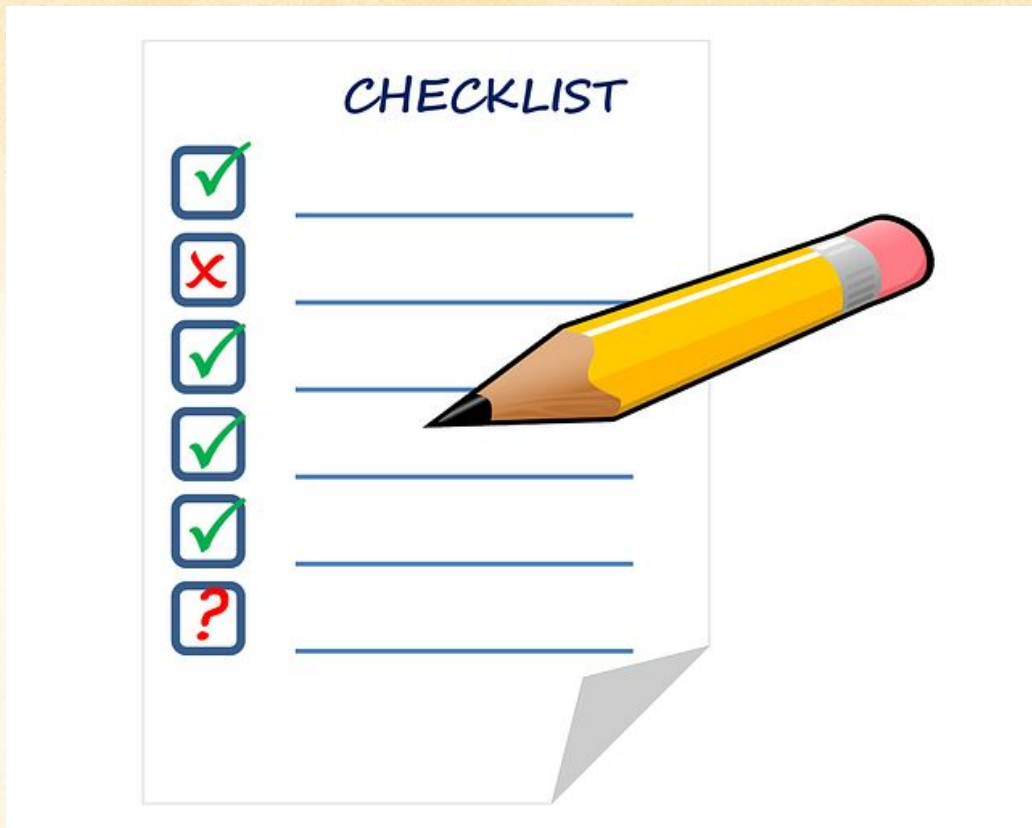


# SCAFFOLDING

- Use tools to support student thinking



# FEEDBACK







# GOILS

**(Groups of Increasingly Larger Size)**



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*\*Please remember to complete the session feedback survey located within the Guidebook app.*

# RESOURCES

J.C. Hotchman and N. Graham, *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades*  
Copyright 2017 by The Writing Revolution

Scarborough, H.S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S.B. Neuman & D.K. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 1, pp. 97–110). New York, NY: Guilford.

[Reading Rockets](#)

[PBIS Missouri Homepage](#)

[DESE's Literacy Initiatives and Efforts](#)