



JONAH: A Positive Behavior Strategy

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Module 4: Discussion Questions

Use these questions to unpack the ideas in [Module 4: Creating Healing Spaces](#) from the JONAH Strategy.

JONAH Strategy

- How do the principles of Just Opportunities, New Actions, and Hope challenge us to think differently about student behavior?

Emotional Regulation

- How can you distinguish between defiance and emotional dysregulation in students?
- In what ways can co-regulation from teachers or paraeducators help students learn self-regulation?
- What classroom strategies have you found most effective when a student becomes emotionally overwhelmed?

Stress Vulnerability

- What factors (biological, environmental, social) have you noticed make some students more vulnerable to stress?
- How can awareness of Adverse Childhood Events (ACEs) shift the way we interpret “misbehavior”?

- How do you balance compassion for students' vulnerability to stress with maintaining accountability and expectations?

Executive Functioning and Coping

- Which executive functioning skills (planning, memory, attention, impulse control) do you see your students struggle with most?
- How can teachers build coping skills "in real time" during moments of stress?
- What classroom tools or structures help your students manage attention and organization most effectively?

Classroom Dynamics

- If there were a continuum with controlling classrooms on one end and autonomy-supporting classrooms on the other, where would your classroom fall?
- What role do you think punishment plays in your current setting? How could "New Actions" strategies provide alternatives?
- What practical ways can we use to give students meaningful choices without losing structure?

Trust and Relationships

- How do warmth, attention, and responsiveness show up in your daily teaching practice?
- What gets in the way of building trust with certain students? How do you try to repair those relationships?
- What role do cultural differences play in how we show (and interpret) warmth and connection?

Motivation

- How do you see autonomy, relatedness, and competence affecting your students' motivation?
- What strategies have you used to reduce pressure and build intrinsic motivation, especially for anxious or perfectionistic students?

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