



JONAH: A Positive Behavior Strategy

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Module 5: Discussion Questions

Use these questions to unpack the ideas in [Module 5: Building Skills that Lead to New Actions](#) from the JONAH Strategy.

The Power of Habit

Horace Mann wrote, “Habit is a cable; we weave a thread of it each day, and at last we cannot break it.”

- How does this quote connect to the idea of teaching and reinforcing *New Actions* in the classroom?
- In what ways do small, consistent teacher behaviors shape student habits over time?

Declarative Language

Declarative language shifts communication from *commanding* to *collaborating*.

- How might this approach change the classroom dynamic for students who resist authority or struggle with compliance?
- Think of a directive you use often. How could you reframe it into a declarative statement?
- Declarative language is said to “model self-regulation and problem solving.” What are some ways you already model your own thinking or emotional regulation for students?

- How might increasing your use of declarative language support students' independence?

Building Relationships

The module suggests intentionally noticing one quality to *like and admire* in each student.

- How could this practice shift your mindset or influence how you respond to challenging behaviors?
- Why might acknowledging your own emotional triggers be an important part of maintaining positive teacher-student relationships?

2X10 Strategy

The 2x10 Strategy focuses on building relationships through small, consistent interactions.

- Why do you think this simple strategy can have such a powerful impact?
- What challenges might teachers face in implementing it consistently, and how could they overcome them?

Teaching Replacement Behaviors

This module emphasizes teaching replacement behaviors rather than punishing unwanted ones.

- What's one example of a replacement behavior you could explicitly teach to a student who struggles with compliance, attention, or emotional regulation?
- How can teaching new behaviors be seen as an act of hope rather than correction?

Tools for Independence

Timers, breaks, and visual schedules are described as tools that promote predictability and independence.

- Which of these tools do you find most useful, or most challenging, to implement in your setting?
- How can these supports help students experience success before frustration escalates?

Tier 2 Interventions

Tier 2 interventions like token economies and Check-In/Check-Out systems are proactive teaching tools, not punishments.

- How can these systems promote accountability?
- What are some ways to celebrate progress while gradually fading supports?

Self-monitoring

Self-monitoring helps students develop ownership and metacognitive awareness.

- What routines or tools could help your students learn to track their own progress or behavior?
- How might self-monitoring also influence *your* teaching habits or communication?

Next Steps

Module 5 emphasizes that New Actions apply to both teachers and students.

- What's one "New Action" you want to commit to trying in your own teaching this week?
- How might that action influence your classroom climate or relationships with your students?

Recommended citation

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