



JONAH: A Positive Behavior Strategy

By Dr. Kathleen VanTol

Module 3: Discussion Questions

Use these questions to unpack the ideas in [Module 3: Partnering to Support Student Success](#) from the JONAH Strategy.

JONAH Framework

- In what ways does collaboration with paraeducators, co-teachers, support staff, and parents make it easier (or harder) to live out the JONAH strategy?

Reflection on Role and Purpose

- How does understanding the paraeducator's role "next to" the teacher influence how you think about supporting student learning?
- Consider the idea that "God's presence can be revealed through human beings who act as instruments of His love." How does this perspective shape the way you view your work with paraeducators, co-teachers, and support staff? How does this perspective shape the way you view your work with students?

Working with Paraeducators

- Paraeducators are often the “extra set of eyes and hands” in the classroom. What are some specific ways you could give clearer direction or empower a paraeducator to support students effectively?
- How can you ensure clear communication of expectations with paraeducators to maximize student success?
- How might you collaborate with a paraeducator to pre-teach or re-teach material for students who need extra support?
- How might we make sure paraeducators feel valued as essential partners?

Classroom Application

- Reflect on your own classroom. Which areas would benefit most from paraeducator support, and how would you structure that support?
- Imagine a paraeducator is in your classroom for a whole-group lesson. How would you organize their role to ensure students stay engaged and receive the support they need?
- What are some specific strategies paraeducators can use to help develop students’ executive functioning skills in addition to academic content?
- How can ongoing reflection and communication improve the effectiveness of teacher and paraeducator partnerships?

Working with Co-Teachers

- What are the advantages of co-teaching for both teachers and students?
- How could you establish shared goals and expectations with a co-teaching partner at the start of the year?
- In co-teaching, students notice how teachers share responsibility. What messages do students receive when both teachers actively contribute?
- Consider the six co-teaching models described. Which co-teaching model(s) do you feel most comfortable with? Which would work best in your classroom, and how might you implement it effectively?
- What strategies have you used (or seen) that make co-teaching partnerships stronger and more effective for students?

Collaboration and Continuous Improvement

- What challenges might arise when working with paraeducators or co-teachers, and how could you address them?
- Think about a specific student or class need. How could collaboration with a paraeducator or co-teacher make learning more accessible or engaging?
- How can partnering well with colleagues become a testimony of grace, respect, and hope to the students who are watching?
- Looking at your own setting, where is one specific place you could improve communication or collaboration with a colleague?

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