



# JONAH: A Positive Behavior Strategy

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## Module 8: Discussion Questions

Use these questions to unpack the ideas in [Module 8: Correction, Consequences, and Hope](#) from JONAH Strategy.

### Framing the Reality

- Module 8 acknowledges that challenging behavior can still occur even when strong proactive supports are in place. Where do you see this reality most clearly in your setting?
- How does it feel to acknowledge that “doing everything right” does not always prevent difficult behavior? Does this bring relief, frustration, or both?
- Which idea from this module felt most validating of your current experience as an educator?

### Correction, Consequences, and Mindset

- The module emphasizes that consequences should function as learning tools, not simply as punishment. What can help you keep that focus in the heat of the moment?
- What challenges do you face in keeping consequences instructional rather than punitive?
- How do you typically decide whether a behavior is a “can’t do” or a “won’t do”? What makes it difficult to distinguish between a skill deficit and a motivation issue?

- Which consequence strategies from the module (e.g., time owed, restitution, positive practice, time-out from reinforcement, work-out systems, etc.) are already familiar to you? Which do you think you might like to add to your toolbox? What challenges do you face in implementing these strategies?
- How does your emotional state affect the way consequences are delivered, even when the strategy itself is appropriate?
- What can help ensure that consequences are delivered calmly, consistently, and without unintentionally reinforcing the behavior?
- Think about a time when a consequence escalated a situation rather than helped. Looking back, what role might adult tone or mindset have played?

### The JONAH Response and Tier 3 Supports

- Which step of the JONAH Response (Join Calmly, Observe, Name the Need, Apply a New Action, Help Them Return) feels most natural for you? Which step requires the most intentional effort?
- The JONAH Response emphasizes helping students return to learning as quickly as possible. What barriers make this difficult in your context?
- How can teams support one another in maintaining calm, consistent responses during high-stress moments?
- What systems or structures in your school help ensure Tier 3 responses are predictable rather than reactive?
- What can be done to ensure a reset space is helpful, but not more reinforcing than being in the classroom?

### Teacher Attitude, Hope, and “Hard-to-Like” Students

- The module discusses the influence of teacher attitude on student outcomes. How have you seen adult beliefs shape student behavior or peer responses?
- What strategies help you pause, reset, and maintain a calm presence during tense situations?
- Think about a student who is difficult to connect with. What strengths might be present beneath the challenging behavior?

- The reframe “This student is having a hard time” is central to this module. How does this shift change your response, even when the behavior remains challenging?
- What does hope look like in your daily practice when progress feels slow or the work feels messy? How can your team help one another stay grounded in hope rather than frustration during difficult moments?

### Moving Toward Action

- Which idea or strategy from Module 8 feels most realistic for you to try next?
- What support do you need from colleagues or leadership to implement these practices consistently?

### Recommended citation

VanTol, K. (2026). Module 8: Discussion questions. *JONAH: A positive behavior strategy*. Center for the Advancement of Christian Education; Dordt University.  
<https://manifold.open.umn.edu/projects/jonah>



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