



R³ is a school-wide program based on the Positive Behavior Interventions and Supports (PBIS) framework. Staff, parents and board members have worked closely together to develop R³ which matches the principles of PBIS in a way that fits the goals, mission and culture of Holbrook Junior High School.

Holbrook Jr High

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Roadrunners Are



Respectful

~ **Respetuoso** ~ **ádil 'ídl** ~

Responsible

~ **Responsable** ~

~**bá ninánishtlíish** ~

&

Reliably Safe

~ **Fiable Segura** ~

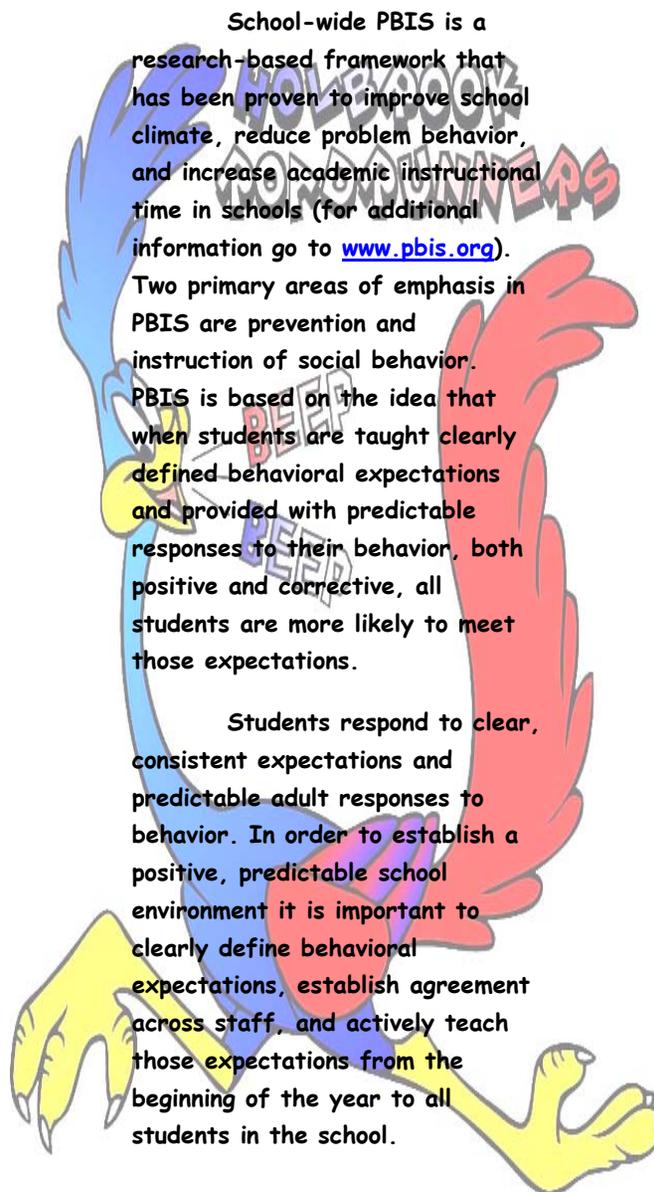
~**t'áá hasih ba'hódlí** ~

PBIS-Positive Behavioral Interventions Support System



Acknowledgement System

On a daily basis, a student can earn "Beep Beeper Tickets" when they are caught being Respectful, Responsible, Reliably Safe by a staff member. There will be many instances when a student will receive verbal praise instead of a Beep Beeper Ticket. The staff member may choose to give a Beep Beeper Ticket to have greater impact. Beep Beeper Tickets are intended to serve as a reminder to staff to catch kids doing the right thing. All students should receive Beep Beeper Tickets when they engage in positive behavior... we do not want to exclude those students who are always engaging in appropriate behavior or those students who are more at-risk for challenging behavior. All students deserve and need to be recognized for positive behavior.



School-wide PBIS is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools (for additional information go to www.pbis.org). Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations.

Students respond to clear, consistent expectations and predictable adult responses to behavior. In order to establish a positive, predictable school environment it is important to clearly define behavioral expectations, establish agreement across staff, and actively teach those expectations from the beginning of the year to all students in the school.



Consequence System

Primary goals in responding to problem behavior are to identify minor problem behavior early and quickly and calmly redirect the student back to the task at hand. If the student does not respond to initial redirects, pre-planned consequences may be required. Despite our best attempts to set students up for success in a positive environment that prevents problem behavior, kids will still occasionally engage in problem behavior - they are kids! When responding to problem behavior at Holbrook Junior High School, we will use the following principles:

- We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the child.
- A primary focus of responses for problem behavior is the instruction of the expected behavior
- Our primary goal in responding to problem behavior is to minimize the loss of instructional time for that student and all