# Tigard-Tualatin Standard Behavior Protocol, K-12

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>Universal Screening Tools</th>
<th>Core Program</th>
<th>Second-Tier Interventions</th>
<th>Third-Tier Interventions</th>
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</thead>
</table>
| K-1           | - First Step To Success Behavior-Screener | - School Rules & Behavior Expectations Are Explicitly Taught to ALL Students  
- All Students Regularly & Consistently Acknowledged for Demonstrating Behavior Expectations  
- All Students Immediately & Reliably Corrected When Behavior Expectations Are Not Demonstrated. Positive Behavior Expectation Re-taught & Reinforced Immediately  
- Schoolwide Social/Emotional Curriculum Delivery (e.g., Second Steps, Steps to Respect, etc.) | - Re-Teach Expectations  
- Check & Connect Programs  
- Adult Mentoring  
- Skills Groups  
- Behavior Contracts  
- Targeted Social/Emotional Curriculum Follow-up, (e.g., Second Steps with Small Group of Struggling Students) | - Core + Second Tier and...  
- First Step To Success  
- Functional Behavior Assessment & Individual Behavior Support Plans  
- Individualized Behavior Goals and Progress Monitoring (IEP & 504) |
| 2-12          | - Office Discipline Referrals  
- Attendance Reports  
- Suspension/Expulsion Data  
- Oregon Healthy Teens Survey  
- Social Marketing Surveys | - Students)  
- Re-Teach Expectations  
- Check & Connect  
- Strategic “Positive Referrals” for Identified Students Working Toward Increased Positive Behavior  
- Adult Mentoring  
- Peer Mentoring  
- Skills Groups  
- Behavior Contracts  
- Advisory Classes  
- Targeted Social/Emotional Curriculum Follow-up (e.g., Second Steps with Small Group of Struggling Students) | - Core + Second Tier and...  
- Functional Behavior Assessment & Individual Behavior Support Plans  
- Individualized Behavior Goals and Progress Monitoring (IEP and 504) |

**Who does this work?**  
- EBIS/EBS Teams  
- FSTS Staff  
- ALL STAFF  
- Appropriate Staff as Determined by EBS Team  
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