ladderly
LEARNING

Ladderly behavior systems health check

Is your school's behavior support system working? A practical self-assessment for school leadership teams.

Purpose

Positive student behavior doesn't happen by chance—it results from clear expectations, consistent instruction, predictable responses, and collaborative problem-solving.
Use this tool to assess the strength of your school's behavior support system and identify priorities for improvement.

Rate each item:

Rating	Description
0	Not yet in place
1	Beginning
2	Mostly consistient
3	Fully implemented

Schoolwide expectations

Can every student tell you what is expected?

Rate your school:	**1**	**2**	**3**	**4**
We have 3–5 positively stated schoolwide expectations.	☐	☐	☐	☐
Expectations are posted throughout the building.	☐	☐	☐	☐
Staff consistently use common language.	☐	☐	☐	☐
Expectations are explicitly taught—not simply posted.	☐	☐	☐	☐
Students receive instruction on expectations after breaks and throughout the year.	☐	☐	☐	☐
Families understand our schoolwide expectations.	☐	☐	☐	☐

Reflection:
How confident are we that we understand the instructional need before selecting interventions?

Teacher behavior

Do we teach behavior as intentionally as academics?

Rate your school:	**1**	**2**	**3**	**4**
Behavioral expectations are taught through lesson plans.	☐	☐	☐	☐
Teachers model expected behaviors.	☐	☐	☐	☐
Students practice expected behaviors.	☐	☐	☐	☐
Staff provide corrective feedback respectfully.	☐	☐	☐	☐
Expectations are reviewed throughout the year.	☐	☐	☐	☐
New students receive behavior instruction.	☐	☐	☐	☐

Reflection:
How much time is spent teaching expected behavior versus reacting to misbehavior?

Positive acknoweledgement

Do students receive more encouragement than correction?

Rate your school:	**1**	**2**	**3**	**4**
Staff regularly acknowledge positive behavior.	☐	☐	☐	☐
Recognition is specific and tied to expectations.	☐	☐	☐	☐
Positive feedback occurs throughout the school.	☐	☐	☐	☐
All staff participate.	☐	☐	☐	☐
Recognition systems are meaningful and age-appropriate.	☐	☐	☐	☐
Students experience success every day.	☐	☐	☐	☐

Reflection:
Would students say adults notice when they make good choices?

Responding to problem behavior

Is staff response consistent and instructional?

Rate your school:	**1**	**2**	**3**	**4**
Minor behaviors are handled consistently in classrooms.	☐	☐	☐	☐

Major behaviors have clear office referral criteria.	☐	☐	☐	☐
Staff understand the difference between classroom and office managed behaviors.	☐	☐	☐	☐
Consequences are predictable.	☐	☐	☐	☐
Staff maintain respectful interactions during correction.	☐	☐	☐	☐
Students are taught replacement behaviors.	☐	☐	☐	☐

Reflection:
Would different teachers respond similarly to the same behavior?

Data-based decision making

Do we use behavior data to improve our system?

Rate your school:	**1**	**2**	**3**	**4**
Office discipline referrals are reviewed regularly.	☐	☐	☐	☐
Data is used to identify patterns.	☐	☐	☐	☐
Teams examine location, time, behavior type, and student groups.	☐	☐	☐	☐
Decisions are based on trends rather than isolated incidents.	☐	☐	☐	☐
Behavior interventions are monitored for effectiveness.	☐	☐	☐	☐

Reflection:
What patterns are emerging from our behavior data?

Tier 2 & tier 3 supports

Do students receive increasing levels of support?

Rate your school:	**1**	**2**	**3**	**4**
Students needing additional support are identified early.	☐	☐	☐	☐
Check-In/Check-Out or similar Tier 2 supports are available.	☐	☐	☐	☐
Functional behavior information guides intensive supports.	☐	☐	☐	☐
Families are included in planning.	☐	☐	☐	☐
Intervention plans are monitored regularly.	☐	☐	☐	☐
Teams adjust plans when students are not responding.				

Reflection:
Do students receive increasingly individualized support before behavior problems become crises?

Adult systems

One of the biggest lessons from Safe & Civil Schools is that behavior systems succeed because adults are consistent, not because students are perfect.

Rate your school:	**1**	**2**	**3**	**4**
Staff have received behavior training.	☐	☐	☐	☐
New staff receive onboarding.	☐	☐	☐	☐
Expectations for adults are clearly defined.	☐	☐	☐	☐
Administrators provide coaching and feedback.	☐	☐	☐	☐
Teams celebrate implementation successes.	☐	☐	☐	☐
Staff feel supported when managing challenging behavior.				

Reflection:
Are we asking adults to implement practices they have never been taught?

Your results

Strengths

Our strongest systems are:

_____

_____

_____

Growth priorities

The three areas we should strengthen first are:

1. _____

2. _____

3. _____

90-day action plan

Priority:

Goal:

Action Steps:

Who will lead?

Evidence of success:

Completion date:

How ladderly supports behavior systems

Behavior support is most effective when schools have a consistent process for documenting concerns, planning interventions, monitoring progress, communicating with families, and following up with staff.

Ladderly helps schools:

- Documents Behavior Incidents
- Data-driven decision making
- Document behavior interventions.
- Assign responsibilities.
- Schedule follow-up meetings.
- Track implementation over time.
- Improve communication among teachers, specialists, and administrators.
- Ensure no student—or action item—falls through the cracks.