



SOCIAL SHAPEUP™

Good behavior means great progress.

Social ShapeUp (SSU) is a schoolwide behavior plan supported by a web application built from the realities of classroom life — shaped by teacher leaders, refined through daily teacher use, and strengthened by the educators doing the work every day.

SSU helps schools move from classroom-by-classroom behavior management to a consistent, schoolwide system for teaching expectations, reinforcing positive behavior, responding to rule violations, and using behavior data to support students.

SSU is grounded in applied behavioral science and founded on a practical principle: behavior can be taught, shaped, reinforced, and improved through consistent routines and feedback. SSU leverages these research-based principles through clear expectations, positive reinforcement, corrective responses, and behavior data that schools can utilize.

SSU is practical, field-tested, teacher-informed, and designed for real schools, real students, and real classrooms.

Teachers implement SSU alongside their instructional curriculum as part of daily classroom routines. SSU data help educators teach prosocial skills, monitor student progress, and identify students who may need additional behavioral support. As data are collected over time, patterns become easier to see, including how consistently students follow basic rules across classrooms, teachers, locations, times of day, and types of behavior.

These data help schools make more informed decisions about when and how to differentiate behavioral supports. SSU components can be adjusted to better meet student needs, such as adding target behaviors, modifying behavioral goals, changing incentives or reinforcement schedules, and increasing the frequency of Behavior Classes.

Clear routines for teachers.
Clear expectations for students.
Clear data for leaders.

How SSU Is Different

Traditional classroom management often depends on each teacher's individual discipline style. That means expectations, consequences, positive feedback, and documentation may vary from classroom to classroom.

With SSU, educators use the same clearly defined behavior expectations, the same rule language, and the same routines for reinforcing rule-following and responding to rule violations. Students know what is expected across classrooms and common areas, and teachers are not left to create a behavior system on their own.

Shaped By Educators in Real Classrooms

SSU has grown through daily use in schools, with ongoing feedback from teacher leaders and classroom teachers who know what works, what does not, and what teachers actually need during the school day.

Educator feedback has helped shape SSU's routines, reports, PBIS reward features, communication tools, behavior tracking, and grading supports.

The result is a system that is practical enough for daily classroom use and strong enough to support schoolwide decision-making.

Discover how SSU develops a unified schoolwide approach—see what current leaders have to say about its positive impact!

SSU has provided a strong foundation for discipline routines and procedures across our school. It sets clear expectations for students and supports teachers with established routines and procedures. Parents can work in cooperation with the school by receiving daily behavior feedback on conduct sheets and real-time text notifications.

*Heather Day, NBCT
Principal, Port Allen Elementary School*

SSU has been a great tool for shaping our students' behavior. With only five basic rules to learn and follow, even our kindergarten students understand the expectations. The SSU web app helps us monitor student progress, track behavior, and generate reports that are very useful for understanding student needs and making informed decisions.

*Erikka Wishom, M.Ed.
Principal, Cohn Elementary School*

While serving as Assistant Principal of discipline and Principal of a K-8 school, I clearly understand the need for, and the benefits of, student learning and school climate through the consistent implementation of Social ShapeUp. Clear behavioral expectations reduce classroom disruptions, encourage respect and responsibility, and foster a sense of fairness and equity within the school, promoting a safe learning environment for all students.

*Jan Manola Watts, Principal
Caneview K-8*

National reports

Managing student behavior continues to be one of teachers' top sources of work-related stress. RAND reported that 45% of teachers ranked managing student behavior among their top three job-related stressors in 2024, and in 2025, it was a top source of stress for one-half of teachers.

NCTQ's

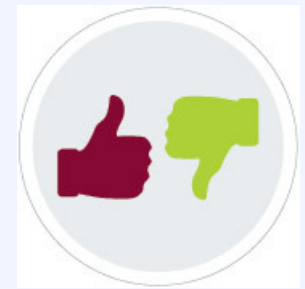
Classroom Management Framework also emphasizes that effective classroom management affects instructional time and student engagement.

Yet many teachers enter classrooms underprepared to manage student behavior.

How SSU Supports Teachers

Behavior-related stress is not only about student behavior. It is also about the uncertainty teachers feel in the moment:

- *What do I do now?*
- *Will administration support this response?*
- *Is this consistent with what other teachers are doing?*
- *How should I document it?*
- *What should I tell the parent?*



SSU helps answer those questions before behavior problems escalate.

SSU supports teachers by helping them:

- Teach clear behavior expectations across classrooms and common areas
- Use consistent rule language and routines
- Reinforce rule-following and positive behavior throughout the day
- Respond to rule violations consistently and constructively
- Spend less time inventing consequences or repeating the same redirects
- Quickly document positive behaviors, rule violations, and major behaviors
- Communicate behavior progress more clearly with students, families, and support teams

The goal is not to give teachers "one more thing." The goal is to give teachers a simple, shared routine that makes behavior expectations easier to teach, reinforce, and monitor.

How SSU Supports School Leaders

SSU reduces behavior-related stress for school leaders by making behavior support more visible, consistent, and manageable.

Instead of relying solely on office referrals, hallway conversations, or anecdotal reports, leaders can use SSU data to identify behavior patterns across students, classrooms, grade levels, behavior types, times, and locations.

SSU helps leaders:

- See behavior patterns before they become bigger problems
- Identify students who may need additional support earlier
- Determine which classrooms or grade levels may need reteaching, coaching, or support
- Monitor whether the schoolwide plan is being used consistently
- Support PBIS rewards and schoolwide recognition with real data
- Create automated parent text alerts for behavior concerns and positive behaviors
- Make decisions from documented behavior data instead of guesswork



Data | PBIS Rewards | Communication | Conduct Grades

Many schools rely on office referral data, but office referrals typically capture only major behavior incidents. SSU provides more sensitive, day-to-day behavior data that helps teams respond earlier and more effectively.

SSU reports help teams see:

- Which expectations are being followed or violated most often
- Which students may need support
- Which classrooms or grade levels may need reteaching or coaching
- How behavior changes over time
- Whether incentives, routines, and interventions are working

Email us if you would like to learn more about the research or talk with some of the leaders currently implementing SSU.

info@socialshapeup.com