Transition of SEB to SEBH

The Michigan Multi-Tiered System of Supports Technical Assistance Center (MiMTSS TA Center), in partnership with the Michigan Department of Education, has shifted terminology from Social, Emotional, Behavioral (SEB) to Social, Emotional, Behavioral Health (SEBH).

The transition from a Social, Emotional, Behavioral (SEB) framework to Social, Emotional, Behavioral Health (SEBH) represents an expanded and integrated approach to student well-being. This evolution acknowledges the importance of not only addressing immediate social, emotional, and behavioral challenges but also promoting overall mental health and well-being. The foundations of Applied Behavior Analysis (ABA), Positive Behavioral Interventions and Supports (PBIS), Social and Emotional Learning (SEL), and mental health practices informed this transition.

Foundations of ABA, PBIS, SEL, and Mental Health

1. **Applied Behavior Analysis (ABA):** ABA is a scientific approach that is based on the principles of behaviorism, which emphasize the relationship between behavior and the environment. ABA involves the application of evidence-based techniques to increase socially significant behaviors. Studies have shown that ABA techniques, such as reinforcement and behavior modification, can significantly enhance students' academic performance, social skills, and behavior management (Cooper, Heron, & Heward, 2020).

2. **Positive Behavioral Interventions and Supports (PBIS):** PBIS takes the science from ABA and applies it as a proactive framework using evidence-based strategies to improve school climate and promote positive behavior. According to the National Center on PBIS, "PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day" (National Center on PBIS, n.d.). PBIS aims to prevent behavioral problems by teaching and reinforcing positive behaviors across all settings in the school.

3. **Social and Emotional Learning (SEL):** SEL focuses on developing students' skills in managing emotions, setting goals, showing empathy, maintaining positive relationships, and making responsible decisions. Collaborative for Academic, Social, and Emotional Learning (CASEL) states, "SEL provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life" (CASEL, n.d.). SEL helps students develop the emotional intelligence and social skills necessary for academic and personal success.

4. **Mental Health:** Integrating mental health into school systems involves providing resources and supports that promote overall well-being. The U.S. Department of Education emphasizes, "when a student has access to mental health supports in school, they are six times more likely to receive the interventions they need to thrive." (U.S. Department of Education, n.d.). This involves early identification of mental health issues, access to counseling and psychological services, and fostering a school environment that supports mental health awareness.

SEB: Traditional Focus

Historically, SEB approaches have taken a proactive stance by fostering overall social, emotional, and behavioral well-being in students. Rather than just addressing issues like aggression, anxiety, or social skill deficits, these interventions aim to create supportive environments that encourage positive behaviors and comprehensive growth. PBIS has been instrumental in these efforts, providing a framework for preventive and responsive strategies within a structured, tiered system of support.

Transition to SEBH: A Holistic Approach

The transition to SEBH involves a broader perspective that integrates mental health with social, emotional, and behavioral supports. This approach acknowledges that fostering a healthy school environment requires addressing the comprehensive well-being of students, beyond just immediate behavioral issues. SEBH frameworks often involve collaboration with mental health professionals to provide comprehensive support. This integration ensures that mental health supports are provided to all students in a proactive and preventative manner, while also ensuring students with significant mental health needs receive appropriate services within the school environment. Recognizing the critical role of families and communities, SEBH actively collaborates with these partners to support student well-being, ensuring a more comprehensive support system. SEBH frameworks rely on data to guide interventions and measure outcomes, ensuring strategies are effective and adaptable to student needs.

The transition from SEB to SEBH marks a significant evolution in how schools address student needs. By incorporating a holistic view of well-being and integrating mental health into educational frameworks, schools can create environments that address immediate social, emotional, and behavioral issues and promote long-term mental health and resilience.

References

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