Striking the Right Balance with Social-Emotional Behavioral (SEB) Supports

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Should you focus on supporting students’ social-emotional skills or behavior? The most effective approach, SEB, lies somewhere in the middle.

SEB aligns to the dual-factor model of mental health.

DO display prosocial skills and overall happiness and wellbeing

DO NOT display signs and symptoms of emotional or behavioral concerns

SEB functioning is defined by:

1. The presence of positive social-emotional skills and skills that help students learn
   - Self-Awareness
   - Social Awareness
   - Self-Management
   - Relationship Skills
   - Responsible Decision-Making
   - Motivation
   - Academic Engagement
   - Study Skills

2. The absence of problematic behaviors and emotions that impede learning and healthy relationships
   - Aggression
   - Noncompliance
   - Disruptive Behavior
   - Property Destruction
   - Sadness
   - Somatic Problems
   - Worry/Fear
   - Withdrawal/Avoidance

SEB functioning is nurtured through a combined learning approach that addresses both social-emotional skills and behavior.

SEL
Social-Emotional Learning
Teach SEL skills to navigate specific situations

SEB
Social-Emotional Behavior
Teach positive SEL skills
Manage poor problem behaviors
Reinforce positive behavior

PBIS
Positive Behavioral Interventions and Supports
Prompt and reinforce positive behaviors