



## White Paper

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# Responding to SEL Needs Nationwide: Department of Education Report on Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs

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## Executive Summary

The Department of Education (DOE) recently released a report that presents social, emotional, behavioral, and mental health issues as a crisis in schools that must be prioritized. The report presents seven challenges to school systems in meeting these needs for students and for staff. Then, seven sets of recommendations are presented to help schools in adjusting their current systems and making these needs a top priority. In this paper, these seven challenges and recommendations are summarized.

Rethink Ed presents a solid solution for these seven challenges that meet the recommendations presented by the DOE. This paper presents several ways that the Rethink Ed SEL and Mental Health platforms might be able to help with these challenges.

## KEYWORDS

Department of Education, Social Emotional Learning, Behavior, Mental Health, Stigma, Policy, Funding, Professional Development, Implementation

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## **Department of Education Report on Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs**

Social-Emotional Learning (SEL) and Mental Health are the foundation for student success academically, emotionally, socially, and behaviorally. Addressing these issues has always been important, but the ramifications of the COVID-19 pandemic have heightened the need to a crisis level and schools across the country are struggling to get back on track. Despite the additional funding now available to help schools, many are still uncertain how to proceed.

In a recent report of 103 pages from the Department of Education (DOE) (2021), mental health and well-being are highlighted as a top priority for schools with a focus on social health (the way that we relate to others), emotional health (our feeling and how we manage them), and behavioral health (how we act) (Chafouleas, 2020). Before the COVID-19 pandemic, 13-22% of students exhibited mental health issues (NCSMHI, 2016; Maag, & Katsiyannis, 2010) and it is estimate that most (about 80%) of these students are not getting the treatment that they need (McCance-Katz, & Lynch, 2019). The COVID-19 pandemic has resulted in 24-31% increases in emergency room visits for mental health for children and teens (Leeb, et al., 2020) and over 25% of parents reported that their child has had an increase in mental health issues and 14% reported that their child has had an increase in behavior problems (Patrick, et al., 2020). Schools are primarily responsible for meeting mental health needs of students and are six times more likely to provide treatment than outside treatment services (Jaycox et al., 2010) and in 2018, about 3.5 million students received these services in the school setting (DOE, 2021).

The DOE (2021) report declares that the current mental health crisis is a national emergency and states that “urgent action” is needed and presents seven key challenges in student SEL, behavior, and mental health with corresponding strategies and solutions. Rethink Ed’s SEL and Mental Health curriculum may help to address these challenges. Below are each of the challenges presented by the Department of Education along with their recommendations to address each challenge and suggested solutions available from the Rethink Ed program.

## **Challenge 1: Rising Mental Health Needs and Disparities Among Children and Student Groups**

Mental health challenges have been growing substantially over the years and the COVID-19 pandemic escalated these challenges to a crisis level. Certain populations have been hit harder including lower socio-economic levels, subsidized housing or homeless students, Black and Hispanic students, LGBTQ+ students, students with disabilities, and immigrant students. This inequity leads to more severe behavioral problems, reduced academic performance, learning difficulties, relationship problems, higher tendency to engage in high-risk behaviors (e.g. substance abuse, bullying, etc.), and mental health issues such as depression or anxiety.

Trauma affects about 50-75% of children in the U.S. and are typically referred to as Adverse Childhood Experiences (ACEs) that lead to trauma and mental health challenges. ACEs include being exposed to violence or substance abuse or neglect and are particularly harmful when children are young as it negatively affects their brain development and emotional maturity (Yoshikawa et al. 2020; Lipscomb et al. 2021). Without sufficient mental health support in the schools, the outcomes for these children tend to not be very

promising with many ending up engaging in violence, substance abuse, school absenteeism, and crime. Unfortunately, students with the greatest need face another inequity which is shortage of counselors or school staff trained to address mental health issues (The Education Trust, 2019).

**DOE Recommendation:** *Prioritize Wellness for Each and Every Child, Student, Educator, and Provider*

Research indicates that when educators have greater well-being, their students have greater well-being (Harding et al., 2019). The DOE report (2021) recommends assessing the well-being of educators as well as students by evaluating school climate, attendance, wellness screenings and surveys to measure strengths and needs. This information should then be used to develop programming for the students and staff to address these needs. They state that districts should prioritize stress reduction, mental and physical wellness, provide opportunities for mindfulness, calming activities, self-regulation, and building resilience and focus on students and staff. As educators often say that they don't have time for these extra activities, the DOE suggests eliminating ineffective or redundant school activities such as unnecessary meetings and to create a realistic workload so that teachers have time to schedule wellness activities for themselves and their students into the school day. They suggest having professional development that focuses on wellness and having a school culture that promotes well-being for all. Another suggestion that the DOE proposes is that educators make time for connecting with their students and creating predictable and consistent times for the class to focus on social-emotional well-being. When teachers are less stressed and have a better sense of well-being, they are better able to meet the needs of their students and their students are more likely to thrive (Grayson & Alvarez, 2008; Shackleton et al., 2019).

**How Rethink Ed Can Help:** Our SEL and Mental Health platform can help educators stay on track for their own well-being through the professional development series and can help them provide consistent and effective SEL and mental health instruction and practice for their students. In addition, the platform allows for assessing student strengths and needs to help educators design curriculum that is best suited to the challenges of their students. Administrators can track teacher professional development and student progress easily to help in supporting and encouraging staff to prioritize wellbeing for themselves and their students.

Awareness of Self & Others	Self Management	Social Skills	Social Awareness	Self-Care	SEL & Equity	Mental Health Suite
Self Knowledge	Self-Control	Fairness	Cultural Competence	Mindfulness	Culturally Responsive Teaching	Anxiety
Emotions	Stress Management	Respect	Empathy	Self-Efficacy	Addressing Injustice	Bullying & Violence
Values	Focus	Friendship	Safe & Ethical Behavior	Optimism	Leveraging SEL to Promote Equity	Depression
Wants & Needs	Problem Solving	Relationship	Support Systems	Self-Compassion	The Impact of Implicit Biases	Human Trafficking
Learning Skills	Goal Setting	Cooperation	Social Contributions	Self-Advocacy		Mental Wellness
Growth Mindset	Resilience	Conflict Resolution	Actions & Consequences	Healthy Boundaries		Kindness to Animals
						Reducing the Risk of Suicide
						Substance Use Disorders
						Trauma
						Developing Healthy Identities
						Digital Citizenship & Online Safety

With 30 SEL and 11 Mental Health topics for professional development and for each student grade level, teachers have the flexibility to individualize and cater to the specific needs of their classrooms.



## Challenge 2: Perceived Stigma as a Barrier to Accessing Services Even When Available

One of the main reasons that people do not seek help for mental health issues is their perceived stigma and worry about what others might think of them. However, not receiving treatment can magnify mental health issues and increases probability of suicide ideation (Horwitz, et al., 2020). It is the responsibility of schools to address mental health challenges associated with a disability under IDEA and Section 504. In addition, it is their responsibility to identify those that may have a disability including mental health issues.

**DOE Recommendation:** *Enhance Mental Health Literacy and Reduce Stigma and Other Barriers to Access*

One of the keys to reducing stigma is to educate. Research indicates that not addressing mental health increases stigma (Miles, et al., 2020) while improving awareness and knowledge of mental health improves acceptance and makes people more likely to ask for help and to help others (McCance-Katz, & Lynch, 2019). The DOE (2021) recommends that educators act as role models for students by sending a consistent message of support and acceptance for people with mental health challenges. Since the pandemic, more and more people are experiencing these issues and it is important to send the message that help is available and that it is not uncommon to have mental health issues. It is suggested that teachers improve their own and their students' mental health literacy.

**How Rethink Ed Can Help:** Our Mental Health series is designed to improve literacy and reduce stigma associated with mental health challenges. In addition, activities are designed to promote discussion and practice for coping with mental health challenges and for

helping others. For example, in the 3rd grade Anxiety lesson, students are taught to identify fear and worry in their feelings, thoughts, and behaviors. They are also taught to identify situations that cause anxiety and to develop protective strategies to manage their anxious feelings in the Stress, Breath, and the Body Experiment. Increasing awareness and providing strategies for coping can help to reduce stigma for anxiety. Teaching students to self-identify and self-manage can build resilience and help with emotional regulation.



### ***3rd Grade Anxiety Activity***

## **Challenge 3: Ineffective Implementation of Practices**

Often, SEL and Mental Health implementation relies on programs or practices that are not evidence-based or if they are, they tend to lack the appropriate training for successful implementation (Evans & Weist, 2004; Massey & Vroom, 2020). Many schools rely on clinical staff rather than educators to address mental health challenges in schools, but there is typically a shortage of these qualified staff and many students' needs go unnoticed or not addressed. While these staff are critical, it is important to provide training to teachers and other staff to support student needs on a daily basis. Solutions that are not based on research or that have been shown to be ineffective should be de-implemented and mental health literacy and supports need to be integrated as part of the core curriculum.

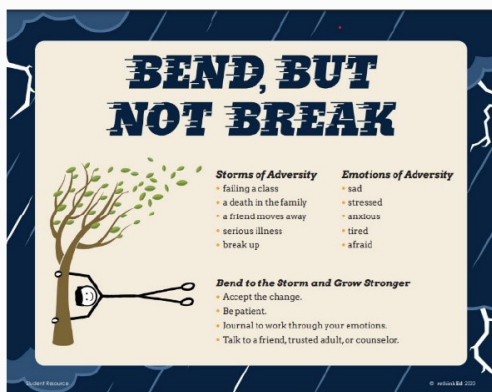


## **DOE Recommendation:** *Implement a Continuum of Evidence-Based Practices*

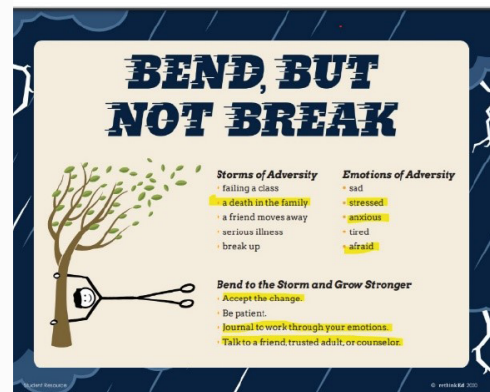
The DOE report (2021) recommends implementation of evidence-based practices within a Multi-Tiered Systems of Support (MTSS) framework. Research indicates that using both SEL and MTSS results in better outcomes for mental health, social-emotional skills, and behaviors (Cook et al., 2015). This includes Tier 1 (primary prevention) for all students that includes 1) creating a supportive and welcoming environment for students, families, and staff; 2) providing opportunities for intentional connections and building relationships with students; 3) having predictable and consistent routines; 4) teaching positive pro-social behaviors using teaching, prompting, and modeling; 5) implementing instruction that is effective, engaging, and culturally relevant; 6) using assessment tools to identify strengths and needs; and 7) providing feedback to students that is specific and supportive. Tier 2 (secondary prevention) focuses on providing targeted support to students who demonstrate social, emotional, behavioral, or mental health risks. Accommodations and additional support, prompting, or practice are useful for helping these students. Tier 3 (tertiary prevention) students are those who require more intensive and individualized supports. The MTSS framework is fluid and provides a continuum in which students can move from one tier to the next and may have needs in different tiers for different areas (for example, a student may have Tier 2 needs for SEL and mental health but may be Tier 1 for academics).

**How Rethink Ed Can Help:** Our SEL curriculum is built with the MTSS framework and addresses the needs of students across the continuum. Our Tier 1 curriculum is designed to build pro-social skills and behaviors and build overall well-being for all students. There are 30 lessons that include videos, activities, discussions, games, and reflection for every grade level K-12. Each of these lessons includes accommodations and strategies for Tier 2 students such as prompting, modeling, reinforcement, and generalization strategies. We

additionally provide a Tier 3 curriculum for each content area in grade ranges (K-2, 3-5, 6-8, 9-12). Few SEL programs provide multitiered supports, and this framework is built to provide SEL instruction to all students at all levels. An example of our MTSS model for SEL is Grade 7 Resilience. For Tier 1 and Tier 2, students are taught to identify resilience in nature to help them develop their own resilience. Students watch a video and engage in a discussion about how nature and people grow from adversity and are able to bend and change (see image below). Then students work together to come up with different examples of adversity and how to overcome these challenges, and then work on their own to apply to their own lives. Accommodations and modifications for Tier 2 include priming the student for the lesson by talking about adversity and resilience before the group activities, modeling responses and having the student imitate, and highlighting key information in the visual supports (see image below). Tier 3 students focus on learning strategies to overcome challenges, identifying their personal challenges and coming up with strategies for those specific challenges (see images below). By offering all three tiers of support, RethinkEd is able to offer a consistent, evidence-based, continuum of instruction as suggested by the DOE.



**Grade 7 Resilience Activity  
Tier 1**



**Grade 7 Resilience Activity  
Tier 2 Accomodation  
(highlighting key information)**



## CHALLENGES

Student \_\_\_\_\_ Date \_\_\_\_\_

Instructions: Circle the things that you think might be challenges for a lot of people. There are no wrong answers.

DOING HOMEWORK	WRITING A PAPER
SITTING DOWN	DOING MATH
DREAMING	SINGING
EATING DINNER	GOING TO THE BATHROOM
STUDYING FOR A TEST	RIDING A BUS
PLAYING VIDEO GAMES	PLAYING BASKETBALL
GIVING A PRESENTATION	MAKING A PHONE CALL
READING	SLEEPING
FOLLOWING DIRECTIONS	PAYING ATTENTION
MAKING PLANS	WATCHING A MOVIE
PLAYING TENNIS	DANCING
MAKING FRIENDS	TELLING A JOKE
SWIMMING	GETTING DRESSED
CLEANING	GETTING ORGANIZED
TEXTING SOMEONE	WALKING A DOG
RUNNING	SMILING

Graphic Organizer

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## STRATEGIES FOR OVERCOMING CHALLENGES

Instructions: Circle the strategies that are likely to be effective in overcoming a lot of different challenges.

QUIT	ASK FOR HELP
TAKE 5 DEEP BREATHS	IGNORE THE PROBLEM UNTIL IT GOES AWAY
BLAME SOMEONE ELSE	MAKE A PAPER AIRPLANE
THINK POSITIVE THOUGHTS	PRACTICE UNTIL IT GETS EASIER
PLAY A VIDEO GAME	SCREAM AT SOMEONE
HIT SOMEONE	MAKE A SCHEDULE OR A PLAN
RUN AWAY	GET SOMEONE ELSE TO DO IT FOR YOU
TRY IT A DIFFERENT WAY	WATCH A MOVIE INSTEAD



Graphic Organizer

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## Grade 7 Resilience - Tier 3 Activity

### Challenge 4: Fragmented Delivery Systems

Even before the pandemic, schools were offering splintered services that lacked continuity, collaboration, consistency, and communication between treatment providers. The pandemic, of course, worsened these problems with increasing mental health issues for students and staff, decreased resources, school closures, and trauma related to the pandemic. Often, services operate within a school and do not coordinate with other schools in the district or with the community, which can lead to inequity and poorer outcomes for some schools.

**DOE Recommendation:** *Establish an Integrated Framework of Educational, Social, Emotional, and Behavioral-Health Support for All*

The DOE report (2021) recommends that districts work harder to intentionally integrate academic, mental health, and other needs within a MTSS framework. They suggest that schools stop using ad-hoc services and instead move toward a model that integrates the education system with social and emotional well-being and mental health. Creating a safe and supportive environment across districts will help students and staff to feel safer and to feel more supported. This can lead to more engagement and motivation, as well as better student outcomes and improved staff job satisfaction.

**How Rethink Ed Can Help:** One of the most important aspects of the Rethink Ed platform is the ability to collect and share data across teachers, schools, or district-wide. In addition, the platform provides a consistent but flexible curriculum and professional development that reinforces messaging around SEL and mental health. The technology of Rethink Ed can build bridges of continuity, collaboration, consistency, and communication to decrease fragmentation with school systems.

## Challenge 5: Policy and Funding Gaps

Often funding is a challenge for schools (and can vary significantly from state to state) but even when it is available, districts may not know how to obtain them or what the requirements are to receive the funding. Policies related to mental health and SEL can be confusing or lacking enough information to drive successful implementation. Some schools, districts, and states still rely on exclusionary discipline and zero tolerance which can

result in inequity and often worsens behavior problems. Some states still allow corporal punishment, seclusion, and restraint that negatively and unfairly impact students with disabilities, students of color (Children’s Equity Project & Bipartisan Policy Center, 2020).

***DOE Recommendation: Leverage Policy and Funding***

With recent funding opportunities, districts should focus on filling in the gaps in their systems to ensure all students are receiving the mental health supports that they need. For example, the current national average for counselor-student ratio is 1:464, but the recommended best practice is 1:250 assuming that the majority of their time is spent working directly with (or for) students (instead of in academic advising and paperwork) (The Education Trust, 2019). When it is not possible to fill these gaps with additional counselors, it is critical that other staff are trained and available to assist in supporting the social, emotional, behavioral, and mental health issues of students. It is recommended that schools focus on preventative care and educating students about SEL and mental health to reduce future expenses and resources for mental health. This implementation should be done equally and with a focus on inclusion, rather than exclusionary actions for students needing mental health supports.

DOE (2021) suggests that educators leverage federal funds available through “IDEA, Social Security, Children’s Mental Health Services Program, Medicaid (EPSDT), formula grants (e.g., grants under the ESEA or administered by the Office of Juvenile Justice and Delinquency Prevention), grants (e.g., Garrett Lee Smith Suicide Prevention, Project AWARE, U.S. Department of Education Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs 30 SAMHSA Systems of Care, HRSA Workforce Development).”

In addition, there are funds available focused on pandemic recovery that can be accessed such as “The Elementary and Secondary School Emergency Relief (ESSER) Fund, including the American Rescue Plan ESSER (ARP ESSER) program, (and) the Governor’s Emergency Education Relief (GEER) Fund”

**How Rethink Ed Can Help:** Our sales and implementation teams are always available to assist schools in finding appropriate funding and with aligning state, district, or school standards or requirements with the Rethink Ed curriculum and platform. Our professional development series in SEL and Mental Health can help fill in some of the gaps in school systems by preparing and training teachers to better understand and respond to emotional, social, behavioral, and mental health challenges with support from school counselors and other specialists.

## Challenge 6: Gaps in Professional Development and Support

Professional development often focuses on crisis management, reactive actions, and responding to problems rather than on a pro-active, preventative, and comprehensive system of support (Geiser et al., 2019). Many teachers and other school staff lack the training to address mental health or behavioral issues in schools. In addition, they often have their own mental health challenges and stress to deal with (which has been even more escalated during the pandemic) which can negatively affect their ability to support students. Teacher stress has been shown in multiple studies to relate to poorer relationships with students, academic outcomes, and behavior problems (e.g. Smith & Lawrence, 2019).

**DOE Recommendation:** *Enhance Workforce Capacity*



The DOE report (2021) recommends that all staff in schools receive training to fully support Tier 1 and Tier 2 programming including social, emotional, behavioral, and mental health challenges. They strongly suggest that schools utilize funding from ARP and ESSR and other pandemic related funding to hire additional staff and to provide training, on-going coaching, and implementation supports. Schools need to ensure that professional development includes mental health training and that services offer a continuum across the MTSS framework.

**How Rethink Ed Can Help:** Eleven professional development modules for Mental Health are included as well as 30 SEL training modules. These two series can help to ensure that all staff have at least some training in these areas and provides consistency and evidence-based education for staff. Another benefit of the SEL and Mental Health series are that the modules are designed to help educators understand and cope with their own SEL and Mental Health needs. Our Mindfulness series also helps educators to improve their personal well-being, to better manage stress, and to develop their personal growth and mindset.

## ***Rethink Ed Mindfulness Series***

Week 1	Week 2	Week 3	Week 4
Introduction	Introduction	Introduction	Introduction
Counteract Stress with Breath	Cultivate a Growth Mindset	Respond Wisely to Triggers	Increase Joy with Gratitude
Sense the Body	Make Room to Discover	Choose vs. React	Sympathetic Joy
Relax the Nervous System	Being Confident	Welcome Emotions	Self-Compassion
Get Down to It	The "I Don't Know" Mind	Compassion for Difficult People	Compassion for All Life
Set Intention	Uncover Blind Spots	Reject Actions Not People	Gratitude for Everything
Takeaways	Takeaways	Takeaways	Takeaways

In addition, other professional development series are available that can help all staff (including Tier 1 and Tier 2) to better understand and work with students with disabilities (Disability Awareness Series).

### ***Rethink Ed Disability Awareness Series***

Communicating Effectively with Students with Developmental Disabilities	Respecting Differences in Others (Upper Elementary & Middle School)	Understanding Your Child's Behavior Challenges
Promoting a Safe Environment	Interacting with Peers with Disabilities (High School)	Introduction to Disabilities
Including Students with Developmental Disabilities	Respecting Abilities (High School)	Respecting Differences
Understanding Behavior Challenges of Students with Developmental Disabilities	Internet and Social Media Safety	Communicating Effectively with Students with Developmental Disabilities
We are all different (Lower Elementary)	Helping Siblings Interact Positively with the Child with a Disability	Managing Behavior Challenges of Students with Developmental Disabilities
We Can All Get Along! (Lower Elementary)	Sibling Support	Effective Strategies for Keeping Students Safe
Getting Along with Kids (Upper Elementary & Middle School)	Keeping Your Child Safe	Improving Social Interactions for Students with Developmental Disabilities
		Internet and Social Media Safety

## **Challenge 7: Lack of Access to Usable Data to Guide Implementation Decisions**

Collecting and analyzing data is challenging for schools and they often struggle with using the data effectively and implementing evidence-based practices according to the DOE report (2021). In addition, they often struggle with using the data to guide programming within the MTSS framework and in identifying students who may be at risk for social, emotional, behavioral, or mental health issues. Preventative programming is also problematic in schools and the fidelity of implementation is often fragmented and



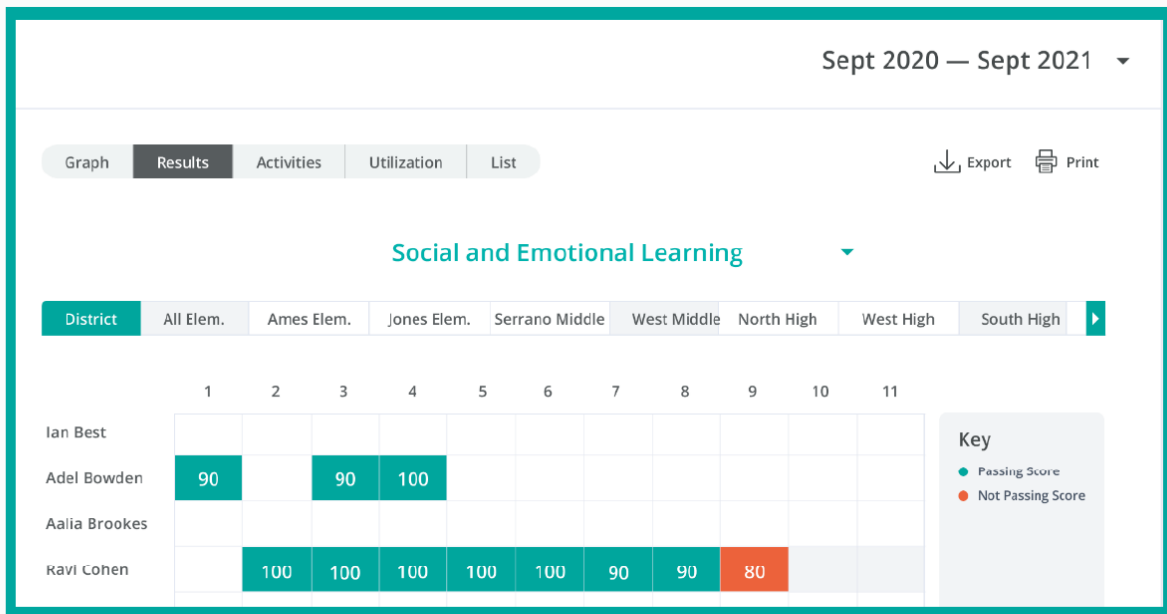
schools, in many cases, are not able to effectively monitor progress or document program impacts on social, emotional, behavioral, academic, or mental health outcomes. The DOE recommends eliminating ineffective programming and scaling up and strengthening programs that work and replacing ineffective programs.

***DOE Recommendation: Use Data for Decision Making to Promote Equitable Implementation and Outcomes***

The DOE (2021) strongly recommends that schools prioritize regular data collection and analysis and that they use this data to inform educational practices to improve social, emotional, behavioral, and mental health outcomes for students. They suggest that schools track chronic absenteeism, school climate, student visits to school specialists such as nurses or counselors, calls to crisis centers, families that are affected by domestic violence or substance use or crime, grade retention, learning outcomes, use of mental health services, community health assessments, and other measures related to student needs. They encourage schools to identify areas of both risk and resilience and to better prepare their staff for monitoring progress in these key areas. Data should inform education and staff should have tools to assess and use the data to help them plan activities for their students to address challenges. Administrators should regularly review data to ensure consistent implementation and to help support teachers in using the data to inform their learning activities.

An integrated universal screening process is recommended by the DOE (2021) that measures internalizing problems such as social, emotional, and behavioral strengths and challenges, and that includes training staff to identify and address these needs, as well as regularly assessing these needs using a universal screening three times per year.

**How Rethink Ed Can Help:** One of the most significant features of our platform is the ability to assess strengths and challenges, monitor progress, and to use data to inform teaching practices in SEL and Mental Health.



## ***SEL Classroom Rating Scale Data Report***

**Note:** The data shown in the charts is fictitious. No identification with actual students (living or deceased) is intended or should be inferred.



Student Self-Assessment

Classroom Rating Scale

List



Export



Print

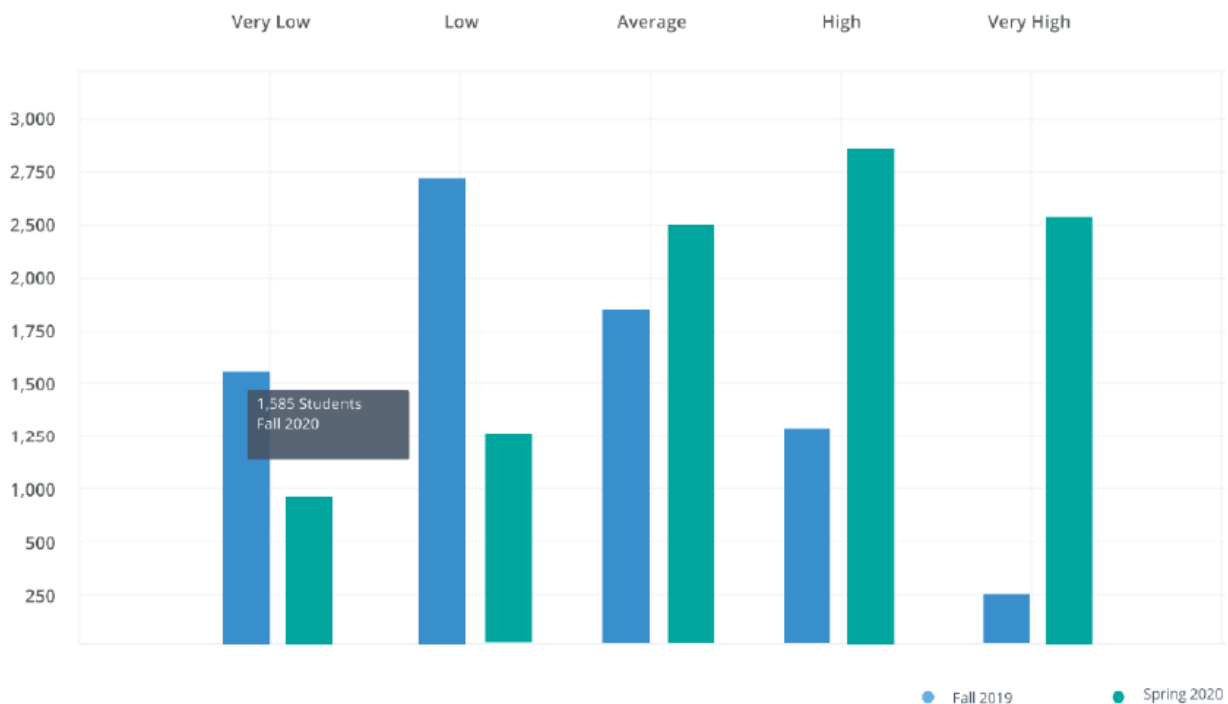
All Grades ▾

Fall 2020, Fall 2021 ▾

Total Score ▾

Region A

Region B



## ***SEL Student Self-Assessment Data Report***

## Summary

The DOE report highlights the importance of making SEL and mental health priorities in schools across the U.S. and presents seven challenges that schools are facing and seven sets of recommendations for each of these challenges. The Rethink Ed SEL and Mental Health platforms can help to address many of the challenges presented through professional development, assessment and progress monitoring, data sharing, an MTSS framework with curriculum for Tiers 1, 2, and 3, and evidence-based content that addresses preventative and pro-active solutions for addressing social, emotional, behavioral, and mental health needs

**To read the full report from the Department of Education and to obtain all included references, click on this link:**

[Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs \(PDF\)](#)



# White Paper



**RethinkEd**  
Together We Power Potential

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# About Us

Rethink Ed was founded on a simple, yet powerful idea: To re-think education. To make it better and easier. To unburden school districts and empower educators. To improve outcomes and elevate accountability. To promote collaboration and inspire learning. And most importantly, to make a difference in the school day for everyone – administrators, educators, and students.

The Rethink Ed solution is part of Rethink First, a global company that is transforming behavioral healthcare. Similar to Rethink First's other solutions that are innovating and improving outcomes for clinicians and employers globally, Rethink Ed is pioneering EdTech with our relentless pursuit of innovative methods that put evidenced-based, data-informed, digitally delivered instruction and assessments into the hands of educators, clinicians, and parents who share our singularly minded focus: To power the potential of all children and to work together to help them succeed.

## Get in touch

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