

# Hawaii State Health Education Standards and DESSA Crosswalk

*Prepared December 2022*

Hawaii's State Department of Education adopted National Health Education Standards for students in kindergarten to grade 12. Schools and districts in Hawaii might consider using the DESSA to measure student growth across these standards. The DESSA is a standardized, norm-referenced behavior rating scale that assesses the social and emotional competencies of students in kindergarten to grade 12. It can be completed by teachers, guardians, and out of school time staff in about 5-8 minutes. The DESSA is strength-based; the items focus on positive social and emotional skills. The DESSA can be used to inform how a student is progressing with their social and emotional development. This crosswalk outlines the overlap between Aperture's competencies measured by the DESSA and Hawaii's Health Education Standards.

## **The DESSA is organized into subscales that provide information about eight social and emotional competencies. These competencies include:**

1. **Self-awareness:** a child's realistic understanding of their strengths and limitations and consistent desire for self-improvement;
2. **Social-awareness:** a child's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes their impact on them, and uses cooperation and tolerance in social situations;
3. **Self-management:** a child's success in controlling their emotions and behaviors, to complete a task or succeed in a new or challenging situation;
4. **Goal-directed behavior:** a child's initiation of and persistence in completing tasks of varying difficulty;
5. **Relationship skills:** a child's consistent performance of socially acceptable actions that promote and maintain positive connections with others;
6. **Personal responsibility:** a child's tendency to be careful and reliable in their actions and in contributing to group efforts;
7. **Decision making:** an approach to problem solving that involves learning from others and from their previous experiences, using values to guide action, and accepting responsibility for decisions;
8. **Optimistic thinking:** an attitude of confidence, hopefulness, and positive thinking regarding themselves and their life situations in the past, present, and future.

**Table 1. Overview of Alignment of Aperture’s Competencies to Hawaii’s State Standards**

Note. SA = Self-Awareness, SM = Self-Management, SO = Social Awareness, RS = Relationship Skills, DM = Decision-Making, GB = Goal-Directed Behavior, PR = Personal Responsibility, OT = Optimistic Thinking. This table uses the standards outlined for students in grades 6 to 8; however, the DESSA alignment is consistent for all grade bands.

Standard	Performance Indicator	SA	SM	SO	RS	DM	GB	PR	OT
<b>Comprehending Concepts</b>	NHES.1.8.1 - Analyze the relationship between healthy behaviors and personal health.					X			
	NHES.1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	X				X			
	NHES.1.8.3 - Analyze how the environment affects personal health.	X		X		X			
	NHES.1.8.4 - Describe how family history can affect personal health.					X			
	NHES.1.8.5 - Describe ways to reduce or prevent injuries and other adolescent health problems.	X				X			
	NHES.1.8.6 - Explain how appropriate health care can promote personal health.	X				X			
	NHES.1.8.7 - Describe the benefits of and barriers to practicing healthy behaviors.		X			X			
	NHES.1.8.8 - Examine the likelihood of injury or illness if engaging in unhealthy behaviors.		X			X			
	NHES.1.8.9 - Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.		X			X			
<b>Example DESSA Items</b>	<ul style="list-style-type: none"> <li>• Ask somebody for feedback? (SA)</li> <li>• Think before they acted? (SM)</li> <li>• Cope well with insults and mean comments? (SO)</li> <li>• Show good judgment? (DM)</li> </ul>								

Standard	Performance Indicator	SA	SM	SO	RS	DM	GB	PR	OT
<b>Analyzing Influences</b>	NHES.2.8.1 - Examine how the family influences the health of adolescents.					X			
	NHES.2.8.2 - Describe the influence of culture on health beliefs, practices, and behaviors.					X		X	
	NHES.2.8.3 - Describe how peers influence healthy and unhealthy behaviors.					X		X	
	NHES.2.8.4 - Analyze how the school and community can affect personal health practices and behaviors.					X			
	NHES.2.8.5 - Analyze how messages from media influence health behaviors.					X			
	NHES.2.8.6 - Analyze the influence of technology on personal and family health.					X			
	NHES.2.8.7 - Explain how the perceptions of norms influence healthy and unhealthy behaviors.					X		X	
	NHES.2.8.8 - Explain the influence of personal values and beliefs on individual health practices and behaviors.					X		X	
	NHES.2.8.9 - Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.					X		X	
	NHES.2.8.10 - Explain how school and public health policies can influence health promotion and disease prevention.					X		X	
<b>Example DESSA Items</b>	<ul style="list-style-type: none"> <li>• Show the ability to decide between right and wrong? (DM)</li> <li>• Follow rules? (PR)</li> </ul>								

Standard	Performance Indicator	SA	SM	SO	RS	DM	GB	PR	OT
<b>Accessing Resources</b>	NHES.3.8.1 - Analyze the validity of health information, products, and services.					X			
	NHES.3.8.2 - Access valid health information from home, school, and community.					X			
	NHES.3.8.3 - Determine the accessibility of products that enhance health.					X			
	NHES.3.8.4 - Describe situations that may require professional health services.					X			
	NHES.3.8.5 - Locate valid and reliable health products and services.					X			
<b>Example DESSA Items</b>	<ul style="list-style-type: none"> <li>• Show good judgment? (DM)</li> </ul>								

Standard	Performance Indicator	SA	SM	SO	RS	DM	GB	PR	OT
<b>Interpersonal Communication</b>	NHES.4.8.1 - Apply effective verbal and nonverbal communication skills to enhance health.		X	X					
	NHES.4.8.2 - Demonstrate refusal and negotiation skills that avoid or reduce health risks.		X	X		X			
	NHES.4.8.3 - Demonstrate effective conflict management or resolution strategies.	X	X	X		X			
	NHES.4.8.4 - Demonstrate how to ask for assistance to enhance the health of self and others.	X	X	X					
<b>Example DESSA Items</b>	<ul style="list-style-type: none"> <li>• Ask somebody for feedback? (SA)</li> <li>• Think before they acted? (SM)</li> <li>• Resolve a disagreement? (SO)</li> <li>• Use available resources (people or objects) to solve a problem? (DM)</li> </ul>								

Standard	Performance Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Decision-Making	NHES.5.8.1 - Identify circumstances that can help or hinder healthy decision-making.		X			X			
	NHES.5.8.2 - Determine when health-related situations require the application of a thoughtful decision-making process.		X			X	X		
	NHES.5.8.3 - Distinguish when individual or collaborative decision-making is appropriate.			X	X	X			
	NHES.5.8.4 - Distinguish between healthy and unhealthy alternatives to health-related issues or problems.		X			X			
	NHES.5.8.5 - Predict the potential short-term impact of each alternative on self and others.			X	X	X	X		
	NHES.5.8.6 - Choose healthy alternatives over unhealthy alternatives when making a decision.		X				X		
	NHES.5.8.7 - Analyze the outcomes of a health-related decision.		X				X		
<b>Example DESSA Items</b>	<ul style="list-style-type: none"> <li>• Think before they acted? (SM)</li> <li>• Contribute to group efforts? (SO)</li> <li>• Respond to another person's feelings? (RS)</li> <li>• Show good judgment? (DM)</li> <li>• Take steps to achieve goals? (GB)</li> </ul>								

Standard	Performance Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Goal-Setting	NHES.6.8.1 - Assess personal health practices.						X		
	NHES.6.8.2 - Develop a goal to adopt, maintain, or improve a personal health practice.						X		X
	NHES.6.8.3 - Apply strategies and skills needed to attain a personal health goal.						X		X
	NHES.6.8.4 - Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	X						X	
<b>Example DESSA Items</b>	<ul style="list-style-type: none"> <li>• Show an awareness of their personal strengths? (SA)</li> <li>• Seek out additional knowledge or information? (GB)</li> <li>• Say good things about the future? (OT)</li> </ul>								

Standard	Performance Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Self-Management	NHES.7.8.1 - Explain the importance of assuming responsibility for personal health behaviors.		X				X		
	NHES.7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.		X		X			X	
	NHES.7.8.3 - Demonstrate behaviors that avoid or reduce health risks to self and others.		X		X				
Example DESSA Items	<ul style="list-style-type: none"> <li>• Adjust well to changes in plans? (SM)</li> <li>• Do something nice for somebody? (RS)</li> <li>• Keep trying when unsuccessful? (GB)</li> <li>• Encourage positive behavior in others? (PR)</li> </ul>								

Standard	Performance Indicator	SA	SM	SO	RS	DM	GB	PR	OT
Advocacy	NHES.8.8.1 - State a health-enhancing position on a topic and support it with accurate information.	X					X		
	NHES.8.8.2 - Demonstrate how to influence and support others to make positive health choices.			X	X				X
	NHES.8.8.3 - Work cooperatively to advocate for healthy individuals, families, and schools.			X	X				X
	NHES.8.8.4 - Identify ways in which health messages and communication techniques can be altered for different audiences.			X	X	X			
Example DESSA Items	<ul style="list-style-type: none"> <li>• Make accurate statements about events in their life? (SA)</li> <li>• Get along with different types of people? (SO)</li> <li>• Express concern for another person? (RS)</li> <li>• Show the ability to decide between right and wrong? (DM)</li> <li>• Try to do their best? (GB)</li> <li>• Express high expectations for themselves? (OT)</li> </ul>								



---

Aperture Education empowers over 3,000 schools and out-of-school-time programs across North America to measure, strengthen, and support social and emotional competence in K-12 youth and educators. This system enables education leaders to make strategic, data-based decisions about SEL within their organizations. The Aperture system includes the DESSA suite of strength-based assessments, CASEL-aligned intervention strategies, and robust reporting, all in one easy-to-use digital platform. Aperture has supported over one million students in their social and emotional growth and continues to develop innovative solutions to bring the whole child into focus. To learn more, visit [www.ApertureEd.com](http://www.ApertureEd.com).