Rhode Island State SEL Competencies and DESSA Crosswalk

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Rhode Island's State Department of Education outlines social and emotional learning competencies for students in kindergarten to grade 12 that are aligned with CASEL's competencies. Schools and districts in Rhode Island might consider using the DESSA to measure student growth across their competencies. 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 Rhode Island's state Social Emotional Learning Competencies.

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 Rhode Island's State Competencies

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 indicators outlined for students in middle school. Indicators are available for each grade band on Rhode Island's Department of Education's website.

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Self-Awareness	1A.1 - I can recognize and label an even greater range of emotions, as my vocabulary grows.	X							
	1A.2 - I begin to recognize events and situations that will cause certain reactions in me.	X		X		X			
	1B.1 - I know when I need support or help in different situations or with personal problems.	X				X			
	1B.2 - I can recognize peers, adults, organizations, and activities that can help me in a positive way.	X				X	X		
	1B.3 - I know how and when to reach out to my supports (peers, adults, organizations).	X			X	X			
	1C.1 - I can analyze the short- and long-term outcomes of safe, risky, and harmful behaviors.	X					X		
	1C.2 - I can define and accept responsibility for outcomes due to my safe, risky, or harmful behaviors.	X						X	
	1C.3 - I can identify my rights in various areas of my life-school, home, and community.	X			X	X			
	1D.1 - I have a greater understanding of how personal qualities and temperaments impact choices and outcomes.	X				X			
	1D.2 - I accept and can describe assets related to my personal identity, including cultural and linguistic assets, race, ethnicity, disability, etc.	X					X		
	1D.3 - I am beginning to identify and explore career areas that match my personal skills and interests.	X					X		X
	1D.4 - I am beginning to think about and develop a post-secondary plan.	X					X		
	1E.1 - I can recognize and describe how my life experiences can create personal biases.	X				X			
	1E.2 - I am beginning to describe how my biases may influence my choices.	X							

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Self-Management	2A.1 - I can reflect and use strategies to change my mood or feelings (positive self-talk) independently or with the assistance of others.		X						X
	2A.2 - I have and use strategies to control my words when I am upset.		X			X			
	2A.3 - I can understand and describe how different emotions affect me physically.	X	X						
	2B.1 - I can keep track of time and materials, agenda, personal items.		X					X	
	2B.2 - I can break down large tasks into smaller steps and schedule time appropriately.		X				X		
	2B.3 - With adult help, I am beginning to manage my finances, income, expenses, purchases and savings.		X					X	
	2C.1 - I can complete a goal by breaking it down into steps, and completing, evaluating and making necessary modifications to those steps, with increasing independence.		X				X		
	2C.2 - I can begin to consider long-term goals related to careers and education after high school.		X				X		X
	2D.1 - I recognize that achieving some goals may be difficult. I try to find ways to solve problems when they arise in order to achieve my goals.		X				X		X

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Social Awareness	3A.1 - I can analyze how one person's behavior may affect another, including consideration of those from diverse backgrounds and cultures.			X	X				
	3A.2 - With some guidance, I can explain how my behavior may affect another person's behavior feelings and responses, and identify any changes needed.			X	X	X			
	3B.1 - I can define prejudice, discrimination and stereotyping.			X	X				
	3B.2 - I can explain how individual social, and cultural similarities and differences can help build a positive community.			X	X		X		
	3B.3 - I can explain how individuals from various backgrounds are more vulnerable to stereotyping and explain ways to address this.			X	X				
	3C.1 - I can ask questions when others speak to clarify when others speak to clarify how they are feeling.	X		X	X				
	3C.2 - I am beginning to recognize and respect that social cues and expectations may be different among various groups.			X	X				
	3C.3 - I can provide support and encouragement when others are in need.			X	X				
	3D.1 - I can identify skills needed for positive leadership.			X	X			X	
	3D.2 - I can be a contributing member of a group.			X	X			X	
	3D.3 - I can demonstrate skills needed for positive leadership.			X	X			X	
	3E.1 - I can identify a school community or global need and generate possible solutions.			X	X		X		
	3E.2 - I am part of a school or community service group.			X	X			X	

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Relationship Skills	4A.1 - I can demonstrate proper etiquette when communicating electronically.			X	X				
	4A.2 - I can demonstrate cooperation and teamwork in a group to achieve goals.			X	X		X	X	
	4A.3 - I can evaluate my contributions to a group.	X		X	X				
	4A.4 - I can demonstrate culturally appropriate responses to social situations at home, school, and in the community.			X	X				
	4A.5 - I can differentiate among passive, assertive, and aggressive communication with culturally and linguistically diverse differences in communication.			X	X				
	4B.1 - I am or can be involved in positive activities with my peer group.			X	X			X	X
	4B.2 - I can demonstrate the ability to be true to personal values when choosing friendships.				X	X			
	4B.3 - I can maintain positive relationships with adults.			X	X	X			
	4C.1 - I can evaluate strategies for preventing and resolving interpersonal problems.			X	X	X			
	4C.2 - I can begin to identify solutions so all parties in conflict might have their needs met (compromise).			X	X	X			
	4C.3 - I can identify healthy and unhealthy peer pressure.			X	X	X			
	4C.4 - I can identify, evaluate, and use strategies to resist unhealthy peer pressure.			X	X	X			
	4D.1 - I can identify and contact a wider network of positive supports and resources and encourage others to access them when needed.				X	X			X
	4D.2 - I can recognize when others are in unhealthy relationships or unsafe situations and can provide or seek help.			X	X			X	

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Responsible Decision Making	5A.1 - I can describe different kinds of problems and the underlying reasons for them.					X			
	5A.2 - I can generate several possible solutions to problems.					X	X		
	5A.3 - I can discuss the feasibility and possible outcomes of each solution.					X	X		
	5B.1 - I can assess the most appropriateness of different problem-solving tools and strategies.					X	X		
	5B.2 - I can identify the factors that contributed to my ability to solve a problem and assess the effectiveness of my strategy.					X			
	5C.1 - I recognize and anticipate short – and long-term consequences of decisions.					X	X		
	5C.2 - I make positive choices after weighing short – and long-term consequences.					X	X		X
	5C.3 - I can acknowledge the impact of my choices.			X		X		X	
	5D.1 - I identify and consider the ethical impact of my decisions.			X		X		X	
	5D.2 - I can assess how choices impact the short-and-long term health and safety of myself and others.			X		X		X	
	5D.3 - I can evaluate the impact of decisions on my community.			X		X		X	
	5E.1 - I can recognize and analyze how positive and negative messages from the media, peers, and authority figures influence personal opinions, choices and behaviors of myself and others.			X		X			
	5E.2 - I am beginning to evaluate messages and sources to determine what is true.			X		X			
	5E.3 - I consider the positive and negative messages of others when I make a decision.			X		X			
	5E.4 - I have an understanding of moral and ethical standards (honesty, fairness, compassion, equity).			X		X		X	
	5E.5 - I can evaluate possible choices of a bystander witnessing bullying or harassment.			X		X		X	

APERTURE EDUCATION

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.