

South Dakota State Health Standards and DESSA Crosswalk

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Although South Dakota's State Department of Education does not outline social and emotional standards for students, many skills in South Dakota's Standards in Health Education align with CASEL's framework for student social and emotional competence. Schools and districts might consider using the DESSA to measure student skills in these areas. 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 South Dakota's Standards in Health Education.

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. Alignment of Aperture’s Competencies to South Dakota’s Academic Standards in Health Education

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. The alignment outlined below generally applies across all grade bands.

Standard	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.	X	X					X	
Standard 2	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.			X	X	X			
Standard 3	Students will demonstrate the ability to access valid information, products and services to enhance health.					X		X	
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		X	X	X				
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.					X		X	
Standard 6	Students will demonstrate the ability to use goal-setting skills to enhance health.						X		X
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	X	X						
Standard 8	Students will demonstrate the ability to advocate for personal, family and community health.		X	X		X			



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