Michigan Model for Health and DESSA Crosswalk

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Michigan's State Department of Education outlines health standards for students in kindergarten to grade 12 that aligns closely to the standards outlined by the Collaborative for Academic Social and Emotional Learning (CASEL). Schools and districts in Michigan might consider measuring student growth across these standards using the DESSA. The DESSA is a CASEL-aligned, 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. This crosswalk outlines the overlap between Aperture's competencies measured by the DESSA and Michigan's Model for Health 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 Michigan 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 grade 6; however, the DESSA alignment is consistent for all grade bands.

Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Social and Emotional Health	Analyzing positive and negative risks of friendships.	X						X	
	Demonstrating effective listening skills, expressing appreciation, and understanding when to use assertive communication, including I-messages.		X		X				X
	Practicing skills to manage strong feelings.	X	X			X			
	Dealing with angry feelings using the COOL Steps.	X	X						
	Getting help when needed, using decision-making and problem-solving skills.			X		X		X	
	Evaluating solutions or problems and making good decisions.		X			X	X		
	Analyzing non-violent conflict resolution skills.				X				
	Defining and managing stress.	X	X			X			

Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Nutrition and Physical Activity	Preventing foodborne illnesses.	X	X						
	Understanding the benefits of healthy eating and physical activity and making a plan.	X	X				X		X
	Analyzing body image and healthy weight and describing influences on eating, activity, and sleep.	X		X					
	Using the Dietary Guidelines to make a personal plan and supporting others to eat healthy and be active.		X				X		

Safety

Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Safety	Understanding seatbelt safety and impact of car passenger behavior.	X		X				X	
	Analyzing situations and using safety strategies when in public places, including escaping when weapons are present.			X		X		X	
	Demonstrating the ability to follow school procedures and escape in crisis situations.			X		X		X	
	Applying strategies to stay safe when using the internet and getting adult help with internet safety.		X			X		X	
	Advocating for self and others to practice safe behaviors online.		X	X		X			
	Setting boundaries, understanding safe, confusing, and unsafe touch, and reinforcing that unsafe touch is not a child's fault.			X		X		X	
	Reinforcing strategies to avoid and try to get away from unsafe touch and get a trusted adult's help.	X		X		X			

Alcohol, Tobacco, and Other Drugs

Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Alcohol, Tobacco, and Other Drugs	Assessing possible reasons people use or misuse alcohol, marijuana, or prescriptions drugs (including opioids).	X	X	X					
	Recognizing negative effects of drug use and misuse of medicines (e.g. opioids) and analyzing drug use data to determine the impact of drug use on personal goals.	X	X			X			
	Reinforcing refusal skills to avoid alcohol, tobacco, marijuana, prescription medicine misuse (e.g. opioids), and other drugs.		X	X	X	X			
	Locating community and internet resources that provide help and assessing their validity.			X		X	X		
	Demonstrating ways to be supportive of friends and family trying to quit drug use and describing ways to avoid riding with an impaired driver and what to do if it can't be avoided.		X	X	X				

Personal Health and Wellness

Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Personal Health and Wellness	Demonstrating skills for reducing the spread of germs.		X	X				X	

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