Delaware State SEL Competencies and DESSA Crosswalk

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Delaware'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 Delaware 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 Delaware's 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 Delaware's State SEL 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 grades 6 to 8. Benchmarks and indicators are available for each grade band on Delaware's Department of Education's website.

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Self-Awareness	1A.1 - Identifies emotional states that contribute to or detract from ability to problem solve	X							
	1A.2 - Explains the possible outcomes associated with the expression of different emotions	X	X						
	1A.3 - Recognizes how emotional states affect ability to problem solve	X				X			
	1B.1 - Accommodates and plans for the likes and dislikes of a group	X	X	X					
	1B.2 - Identifies interaction between personal qualities and interests with academic activities and social opportunities	X							
	1B.3 - Utilizes interest to gain additional experiences toward mastery of a skill or concept	X					X		X
	1B.4 - Evaluates influence of personal qualities and interests on decision making	X				X			
	1C.1 - Identifies personal strengths and opportunities for growth related to specific activities	X							X
	1C.2 - Applies self-reflection techniques to recognize potential, strengths, and growth areas	X							X
	1C.3 - Implements a plan to build on strengths or address opportunities for growth	X					X		
	1D.1 - Identifies areas of school and life that are within personal control	X					X		
	1D.2 - Plans and develops an action plan to set and achieve short- and long-term goals	X					X		
	1D.3 - Analyzes the short- and long-term outcomes between safe and responsible behavior versus risky and harmful behaviors on their health and well-being	X				X	X		
	1D.4 - Explains the connection between choice, responsibility, and consequences for behaviors	X				X			
	1D.5 - Recognizes, establishes, and adheres to personal boundaries and responsibilities	X		X					
	1E.1 - Identifies positive peer/adult support when needed	X		X		X			
	1E.2 - Recognizes the benefits of additional external supports, including positive adult role models, inside and outside of school settings	X				X			
	1E.3 - Recognizes outside influences on the development of personal traits and discerns whether they are helpful and supportive or harmful and non-supportive	X							

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Self-Management	2A.1 - Recognizes and begins to apply the skills necessary to maintain confidence during stress, emotional responses, or changing emotions		X			X			
	2A.2 - Recognizes the affective behavioral responses to thoughts, emotions, and actions		X						
	2A.3 - Reflects on possible consequences, both positive and negative, before expressing an emotion or behavior		X			X			
	2A.4 - Recognizes, establishes, and adheres to personal boundaries and responsibilities		X			X			
	2B.1 - Sets short-term and long-term goals	X	X				X		
	2B.2 - Designs action plans with timelines for achieving goals		X				X		
	2B.3 - Identifies and utilizes potential resources for achieving goals (e.g., home, school, and community support)		X			X			
	2B.4 - Establishes criteria for evaluating personal and academic success		X			X			X
	2B.5 - Demonstrates goal-setting skills related to potential career paths		X				X		

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Social Awareness	3A.1 - Analyzes ways that a person's emotions can be affected by the behavior of others			X					
	3A.2 - Accepts and shows respect for other people's perspectives, opinions, or points of view		X	X					
	3B.1 - Explains how their decisions and behaviors affect the well-being of their school, home, and community			X		X		X	
	3B.2 - Explores a community or global need to generate possible solutions			X				X	
	3B.3 - Engages in social critique and makes decisions that will lead to social change			X				X	
	3B.4 - Evaluates the impact of a school, home, or community initiative the student was personally involved in			X				X	
	3C.1 - Analyzes how culture impacts interpretation of historical events			X	X				
	3C.2 - Recognizes how beliefs are shaped by social and cultural experiences			X	X				

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Relationship Skills	4A.1 - Practices reflective listening		X		X				
	4A.2 - Demonstrates ability to perform different roles in a cooperative group to achieve group goals				X			X	
	4A.3 - Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others		X		X				
	4A.4 - Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications				X	X			
	4B.1 - Distinguishes between helpful and harmful peer pressure			X	X				
	4B.2 - Is involved in positive activities with their peers		X		X			X	
	4B.3 - Develops friendships based on personal values				X			X	
	4B.4 - Identifies the impact of social media in developing and sustaining positive relationships				X	X		X	
	4B.5 - Identifies the difference between safe and risky behaviors in a relationship				X	X			
	4B.6 - Identifies and exercises strategies, including refusal skills, when faced with harmful peer pressure				X	X			
	4C.1 - Recognizes uncomfortable emotions as potential conflict in interpersonal relationships				X	X			
	4C.2 - Identifies the roles of individuals in conflict and understands one's own responsibility in reaching resolution		X		X				
	4C.3 - Develops self-awareness of their part and actions in creating conflict (e.g., spreading rumors, use of social media, wrongful accusations)	X			X				
	4C.4 - Understands the impact of the conflict on self and others			X	X				
	4C.5 - Applies conflict resolution skills to de-escalate, defuse, and resolve differences				X	X			
	4C.6 - Identifies and accesses positive supports when needed in a conflict situation/crisis				X	X			

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Responsible Decision Making	5A.1 - Stands up for other peers when they are teased, insulted, or left out		X			X			
	5A.2 - Analyzes the reason for school and societal rules and their impact on decisions		X			X			
	5A.3 - Analyzes impact of media and social norms on one's behavior				X	X			
	5A.4 - Explains how honesty, respect, compassion, and empathy enables one to take the needs of others into account					X			
	5B.1 - Identifies and applies the steps of systematic decision-making					X	X		
	5B.2 - Develops decision making strategies for avoiding risky behavior					X			
	5B.3 - Defines how external influences impact decision making					X			
	5B.4 - Analyzes how decision-making skills affect study habits and academic performance					X			X

APERTURE EDUCATION

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