

# Kansas State Social, Emotional, and Character Development Standards and DESSA Crosswalk

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Kansas' State Department of Education outlines standards for student social, emotional, and character development for students in kindergarten to grade 12. Schools and districts in Kansas might consider measuring student growth across these standards using the DESSA. 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. This crosswalk outlines the overlap between Aperture's competencies measured by the DESSA and Kansas social, emotional, and character development 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 Kansas 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.

Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Core Principles	A.1 - Compare and contrast personal core principles with personal behavior.	X	X						
	A.2 - Illustrate and discuss personal core principles in the context of relationships and of classroom work.	X	X	X					
	B.1 - Analyze community needs in the larger community, analyze effects on the community, design positive, responsible action, and reflect on personal involvement.			X	X			X	
	B.2 - Develop ethical reasoning through discussions of ethical issues in content areas.		X			X		X	
	B.3 - Create clear and consistent expectations of good character throughout all school activities and in all areas of the school.		X	X		X			
	B.4 - Practice and receive feedback on responsible actions including academic and behavioral skills.		X			X		X	
	C.1a - Analyze characteristics of a caring relationship and hurtful relationship.			X	X				
	C.1b - Compare and contrast characteristics of a caring relationship and hurtful relationship.			X	X	X			
	C.1c - Engage in and model relationships in their family, school, and community that are caring.		X	X	X				
	C.2a - Practice empathetic statements and questions.		X	X	X				
	C.2b - Demonstrate active listening skills.		X	X	X				
	C.2c - Model respectful ways to respond to others’ points of views.		X		X	X			
	C.2d - Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact	X							X
	C.3a - Differentiate behavior as bullying or not, based on the power of the individuals that are involved.			X		X			
	C.3b - Model positive peer interactions that are void of bullying behaviors.		X		X				
	C.3c - Compare and contrast how bullying affects the targets of bullying, bystanders, and the student who bullies.			X	X				
	C.3d - Practice effective strategies to use when bullied, including how to identify and advocate for personal rights.		X	X					X
	C.3e - Analyze how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice).			X		X			
	C.3f - Apply empathic concern and try to understand the perspective or point of view of others.		X	X					

Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Responsible Decision Making and Problem Solving	A.1a - Manage safe and unsafe situations.	X				X		X	
	A.1b - Monitor how responsible decision-making affects progress towards achieving a goal.		X			X	X		X
	A.1c - Students recognize consequences of sexual behavior, including sexual consent and the inability of minors to give consent.		X			X		X	
	A.2a - Analyze daily schedule of schoolwork and activities for effectiveness and efficiency		X			X			
	A.2b - Recognize how, when, and who to ask for help and utilize the resources available.		X			X		X	
	A.2c - Monitor factors that will inhibit or advance effective time management.	X	X			X			
	A.3a - Construct and model classroom expectations and routines.		X	X		X			
	A.3b - Compare and contrast behaviors that do or do not support classroom management.		X	X		X			
	B.1 - Identify specific feelings about the problem and apply appropriate self-regulation skills	X	X						X
	B.2 - State what the problem is and identify the perspectives of those involved.		X	X					
	B.3 - Identify desired outcome and discuss if it is attainable					X	X	X	
	B.4 - Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles.					X	X	X	
	B.5 - Identify best solution and analyze if it is likely to work.					X	X	X	
	B.6 - Generate a plan for carrying out the chosen option.					X	X	X	
	B.7 - Evaluate the effects of the solution					X	X		
	B.8 - Understand resiliency and how to make adjustments and amendments to the plan.		X				X		

Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Self-Awareness	A.1 - Describe common emotions and effective behavioral responses.	X	X						
	A.2 - Recognize common stressors and the degree of emotion experienced.	X	X						
	A.3 - Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication).	X		X					
	B.1 - Analyze personality traits, personal strengths, weaknesses, interests, and abilities	X	X						X
	B.2 - Inventory personal preferences.	X	X						
	B.3 - Describe benefits of various personal qualities, (for example, honesty, curiosity, and creativity).	X							X
	B.4 - Describe benefits of reflecting on personal thoughts, feelings, and actions.	X	X			X			
	B.5 - Identify self-enhancement/self-preservation strategies.	X				X			X
	B.6 - Identify common resources and role models for problem solving.	X		X					
	B.7 - Recognize how behavioral choices impact success.	X	X			X			
B.8 - Identify additional external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).	X		X	X					



Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Social Awareness	A.1 - Identify ways to express empathy.		X	X	X				
	A.2 - Recognize nonverbal cues in the behaviors of others.			X	X				
	A.3 - Demonstrate respect for other people's perspectives.		X	X	X				
	A.4 - Recognize how behaviors impact other's perceptions of oneself.			X	X	X			
	B.1 - Analyze the impact of stereotyping, discrimination, and prejudice.			X		X		X	
	B.2 - Practice strategies for accepting and respecting similarities and differences.		X	X	X				
	B.3 - Practice "perspective taking" as a strategy to increase acceptance of others.		X	X	X				
	B.4 - Demonstrate a growth mindset and willingness to integrate diverse points of view.			X	X				X
	B.5 - Analyze how culture impacts historical events.			X	X			X	

Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Interpersonal Skills	A.1 - Determine when and how to respond to the needs of others demonstrating empathy, respect, and compassion.		X		X				
	A.2 - Monitor how facial expressions, body language, and tone impact interactions.	X	X		X				
	A.3 - Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation, or abusive behavior.		X		X	X		X	
	A.4 - Engage and respond in personal and social discourse and receive feedback to make decisions that will lead to personal and social change.			X		X	X		
	A.5 - Understand group dynamics and respond appropriately.			X	X				
	A.6 - Appraise and demonstrate professionalism and proper etiquette.		X			X		X	
	A.7 - Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications	X	X	X					
	B.1 - Evaluate how self-regulation and relationships impact your life.		X		X		X		
	B.2 - Understand how safe and risky behaviors affect relationships and one's health and well-being.		X				X		X
	B.3 - Respond in a healthy manner to peer-pressure against self and others.	X	X		X				X
	B.4 - Identify the impact of social media in relationships.		X	X	X				
	B.5 - Identify the difference between safe and risky behaviors and understand effective responses.	X					X		X
	C.1 - Identify roles and associated needs of individuals engaged in conflict and how those are integral to resolution.			X					X
	C.2 - To resolve differences apply conflict resolution skills while being encouraging and affirming.		X		X				X
	C.3 - Practice greater active listening and respectful communication skills.	X	X		X				
	C.4 - Identify their role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions).	X	X		X				
	C.5 - Reflect on previous experiences to gain conflict management skills.		X	X			X		



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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).