Ohio State SEL Standards and DESSA Crosswalk

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Ohio's State Department of Education outlines standards for student social and emotional competence growth in kindergarten to grade 12 that are aligned with CASEL's competencies. Schools and districts in Ohio might consider using the DESSA to measure student growth across their standards. 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 Ohio's state Social Emotional Learning 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 Ohio's 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 middle grades, however, the DESSA alignment is consistent for all grade bands.

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Self-Awareness	A3. 1c. - Seek appropriate support from a trusted adult when help is needed academically, socially, or emotionally	X					X		
	A3. 2.c - Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths	X					X		X
	A3. 3.c - Identify and utilize appropriate processes for reporting unsafe behaviors or situations for self and others	X		X		X			
	A4. 1.c - Describe how personal responsibility is linked to being accountable for one's choices and behavior	X						X	
	A4. 2.c - Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk	X	X						X
	A4. 3.c - Demonstrate basic self-advocacy academically and socially	X	X			X			

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Self-Management	B1. 1.c - Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response	X	X						
	B1. 2.c - Analyze positive and negative consequences of expressing emotions in different settings		X	X					
	B1. 3.c - Apply productive self-monitoring strategies to reframe thoughts and behaviors		X			X			X
	B2. 1.c - Recognize the importance of short and long-term goals for success in school and life		X				X		X
	B2. 2.c - Identify school, family and community resources that may assist in achieving a goal		X	X			X		
	B2. 3.c - Set a short-term school or life goal with action steps to achieve success		X				X		
	B2. 4.c - Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed		X				X		
	B3. 1.c - Utilize strategies for persevering through challenges and setbacks		X			X	X		
	B3. 2.c - Reframe a challenge or setback into an opportunity, with assistance		X				X		X

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Social Awareness	C1. 1.c - Determine if verbal and nonverbal cues correspond to the feelings expressed by others			X	X				
	C1. 2.c - Demonstrate respect across school, community, face-to-face and virtual settings, when viewpoints or perceptions differ			X	X				
	C1. 3.c - Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective			X	X				
	C2. 1.c - Explain the importance of civic mindedness			X				X	
	C2. 2.c - Pursue opportunities to contribute to school or the broader community			X			X	X	
	C2. 3.c - Explore a school or community need and generate possible solutions			X			X	X	
	C2. 4.c - Engage in an activity to improve school, home or community			X			X	X	
	C3. 1.c - Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice			X	X	X			
	C3. 2.c - Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups			X	X				
	C3. 3.c - Demonstrate respect for human dignity virtually and in-person			X	X				
	C4. 1.c - Generate positive responses to various social situations			X					X
	C4. 2.c - Recognize that social cues are based on rules and expectations and can change based upon context			X				X	
	C4. 3.c - Recognize that personal and group needs can differ and identify positive actions to balance the needs of all			X					X

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Relationship Skills	D1. 1.c - Demonstrate the ability to actively listen and understand multiple perspectives		X		X				
	D1. 2.c - Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others		X	X	X				
	D1. 3.c - Interact on social and digital media responsibly and understand the potential impact on reputation and relationships			X	X			X	
	D2. 1.c - Participate in a healthy network of personal and school relationships			X	X				
	D2. 2.c - Demonstrate inclusiveness in relationship building			X	X				
	D2. 3.c - Utilize strategies to manage social pressures		X	X	X				
	D3. 1.c - Recognize and acknowledge different perspectives of others to prevent conflict			X	X				
	D3. 2.c - Use a non-judgmental voice during conflict resolution to maintain safe relationships		X	X	X				
	D3. 3.c - Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed			X	X	X			

Standard	Competencies	SA	SM	SO	RS	DM	GB	PR	OT
Responsible Decision-Making	E1. 1.c - Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective			X		X		X	
	E1. 2.c - Gather evidence to support and solve academic and social challenges					X	X		
	E2 .1.c - Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence			X		X		X	
	E2. 2.c - Identify reliable sources of adult help in various settings and actively seek adults for support			X		X			
	E2. 3.c - Utilize knowledge of outcomes to inform future decisions					X	X		
	E3. 1.c - Apply honesty, respect, and compassion to the decision-making process		X			X			
	E3. 2.c - Demonstrate safe practices to guide actions for self and toward others		X	X		X			
	E3. 3.c - Research opportunities for participation in civic-minded activities that contribute to the larger community					X	X	X	
	E4. 1.c - Engage in new opportunities to expand one's knowledge and experiences					X	X		X
	E4. 2.c - Recognize that new opportunities or unfamiliar situations may require productive struggle		X			X			X
	E4. 3.c - Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life					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.