Florida Resiliency Education Standards and DESSA Crosswalk

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Florida's Department of Education published a Resiliency Toolkit to assist teachers in the development of more resilient and healthy students. The DESSA is a standardized, norm-referenced behavior rating scale for 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 skills.

The teacher-reported DESSA forms for students in kindergarten to grade 12 are organized into subscales that provide information about eight social and emotional competencies. These competencies include:

1. **Self-Awareness:** a child's or youth's realistic understanding of their strengths and limitations and consistent desire for self-improvement.

2. **Self-Management:** a child's or youth's success in controlling their emotions and behaviors to complete a task or succeed in a new or challenging situation.

3. **Social Awareness:** a child's or youth'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.

4. **Relationship Skills:** a child's or youth's consistent performance of socially acceptable actions that promote and maintain positive connections with others.

5. **Goal-Directed Behavior:** a child's or youth's initiation of and persistence in completing tasks of varying difficulty.

6. **Personal Responsibility:** a child's or youth's tendency to be careful and reliable in their actions and in contributing to group efforts.

7. **Decision Making:** a child's or youth's 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:** a child's or youth's attitude of confidence, hopefulness, and positive thinking regarding themselves and their life situations in the past, present, and future.

Alignment of Aperture's Competencies to Florida's Resiliency Education Standards (Grade 5)

Note. SA = Self-Awareness, SM = Self-Management, SO = Social Awareness, RS = Relationship Skills, GB = Goal-Directed Behavior, PR = Personal Responsibility, DM = Decision Making, OT = Optimistic Thinking. This table uses the indicators outlined in the complete Resiliency Education Standards.

Grade 5									
Standard	**Competencies**	**SA**	**SM**	**SO**	**RS**	**GB**	**PR**	**DM**	**OT**
Standard 1: Character	HE.5.R.1.1—Discuss how to work together to achieve a positive outcome.			X		X			X
	HE.5.R.1.2—Identify how to communicate effectively within a group.			X	X				
	HE.5.R.1.3—Describe the importance of considering the perspective of others when communicating.			X	X				
	HE.5.R.1.4—Discuss ways that honesty and trustworthiness can lead to school and career success.					X	X	X	
Standard 2: Personal Responsibility	HE.5.R.2.1—Describe the importance of having the courage to do the right thing even when it is difficult.						X	X	
	HE.5.R.2.2—Discuss how responsible decision-making affects personal well-being.		X				X	X	
	HE.5.R.2.3—Select reliable resources that would assist in achieving a personal goal.		X					X	
	HE.5.R.2.4—Devise an individual goal (short or long term) to adopt, maintain, or improve a personal practice.					X			X
	HE.5.R.2.5—Explain how attitudes and thoughts can influence your behavior and affect others.	X	X						
	HE.5.R.2.6—Demonstrate how to positively respond to external influences. *Clarification: Social media, television, music, peers.*		X					X	
Standard 3: Mentorship and Citizenship	HE.5.R.3.1—Identify leadership skills that encourage and empower others.						X	X	
	HE.5.R.3.2—Identify ways to participate in decision-making in the school or community.			X			X		
Standard 4: Critical Thinking and Problem Solving	HE.5.R.4.1—Apply organizational strategies that support completing multiple tasks efficiently.	X				X	X		
	HE.5.R.4.2—Identify successful strategies for adjusting to change and setbacks. *Clarification: Coping, grit, new learning.*	X	X						
	HE.5.R.4.3—Compare conflict resolution methods to identify potential solutions. *Clarification: Negotiation, give and take, analyze pros and cons.*		X	X	X				

Alignment of Aperture's Competencies to Florida's Resiliency Education Standards (Grades 6–8)

Note. SA = Self-Awareness, SM = Self-Management, SO = Social Awareness, RS = Relationship Skills, GB = Goal-Directed Behavior, PR = Personal Responsibility, DM = Decision Making, OT = Optimistic Thinking. This table uses the indicators outlined in the complete Resiliency Education Standards.

Grades 6–8									
Standard	**Competencies**	**SA**	**SM**	**SO**	**RS**	**GB**	**PR**	**DM**	**OT**
Standard 1: Character	HE.68.R.1.1—Demonstrate the ability to respond with empathy in a variety of contexts and situations. *Clarification: Identifying others' feelings, perspectives, circumstances, experiences, and active listening.*			X	X				
	HE.68.R.1.2—Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.	X		X	X				
	HE.68.R.1.3—Identify sources of relational conflicts and healthy approaches to conflict resolutions.			X	X				
Standard 2: Personal Responsibility	HE.68.R.2.1—Discuss how character is shaped by attitudes, decisions and actions.	X	X				X	X	
	HE.68.R.2.2—Demonstrate responsible decision-making that considers multiple perspectives.			X				X	
	HE.68.R.2.3—Describe the importance of following school and community laws and rules.		X	X			X	X	
	HE.68.R.2.4—Monitor progress toward attaining a personal goal.		X					X	
	HE.68.R.2.5—Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal	X	X					X	
	HE.68.R.2.6—Describe how personal goals can vary with changing abilities, priorities, and responsibilities.	X	X			X		X	
	HE.68.R.2.7—Identify how continuous learning leads to personal growth.							X	X
	HE.68.R.2.8—Identify strategies to manage challenges and setbacks. *Clarification: Time management, setting boundaries, setting realistic goals, self-care.*		X					X	X
	HE.68.R.2.9—Identify healthy responses to negative peer pressure.		X	X	X				

Grades 6–8 *(continued)*		SA	SM	SO	RS	GB	PR	DM	OT
Standard	**Competencies**	SA	SM	SO	RS	GB	PR	DM	OT
Standard 3: Mentorship and Citizenship	HE.68.R.3.1—Discuss ways a leader can build the trust of individuals and groups.			X	X				
	HE.68.R.3.2—Explain and develop ways to apply leadership skills in the school and the community.			X	X				X
	HE.68.R.3.3—Identify the importance of volunteerism in positively affecting the community and nation.			X	X				X
	HE.68.R.3.4—Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions.			X			X	X	
Standard 4: Critical Thinking and Problem Solving	HE.68.R.4.1—Analyze possible solutions to a problem to determine the best outcome for oneself and others.		X			X		X	X
	HE.68.R.4.2—Develop and apply conflict resolution skills in a variety of situations.		X	X	X				
	HE.68.R.4.3—Analyze ways to pursue common goals as a part of a team or group.				X				X
	HE.68.R.4.4—Identify the importance of perseverance when facing difficulty solving a problem.		X			X		X	X

Alignment of Aperture's Competencies to Florida's Resiliency Education Standards (Grades 9–12)

Note. SA = Self-Awareness, SM = Self-Management, SO = Social Awareness, RS = Relationship Skills, GB = Goal-Directed Behavior, PR = Personal Responsibility, DM = Decision Making, OT = Optimistic Thinking. This table uses the indicators outlined in the [complete Resiliency Education Standards](#).

Standard	Competencies	SA	SM	SO	RS	GB	PR	DM	OT
Standard 1: Character	HE.912.R.1.1—Demonstrate effective and respectful communication skills and strategies. *Clarification: Differing opinions.*			X	X				
	HE.912.R.1.2—Demonstrate empathy in a variety of contexts and situations. *Clarification: Identifying others' feelings, perspectives, circumstances, experiences, and active listening.*			X	X				
	HE.912.R.1.3—Adjust behavior to respect the needs of others.		X	X	X				
Standard 2: Personal Responsibility	HE.912.R.2.1—Describe the importance of leadership skills in the school and the community.			X			X		
	HE.912.R.2.2—Analyze different perspectives to inform responsible decision-making.			X	X			X	
	HE.912.R.2.3—Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.	X				X			X
	HE.912.R.2.4—Implement strategies and monitor progress in achieving a personal goal.	X	X			X			
	HE.912.R.2.5—Formulate an effective long-term plan to include all dimensions of wellness.	X				X			
	HE.912.R.2.6—Analyze how actions and reactions can influence one to respond in different situations. *Clarification: Emotions not governing behavior.*		X	X	X				
	HE.912.R.2.7—Evaluate strategies that assist with managing challenges or setbacks. *Clarification: Time management, setting boundaries, setting realistic goals, self-care.*	X	X				X		
Standard 3: Mentorship and Citizenship	HE.912.R.3.1—Identify benefits of voting, volunteering, mentoring, and seeking leadership positions. *Clarification: Student government, clubs, volunteering in the community.*			X		X			X
	HE.912.R.3.2—Analyze ways a leader can inspire confidence and motivate others.			X			X		
	HE.912.R.3.3—Analyze situations and demonstrate strategies to engage in respectful debate. *Clarification: Group projects, class discussions.*	X		X	X				
Standard 4: Critical Thinking and Problem Solving	HE.912.R.4.1—Analyze the importance of character and grit to achieve successful outcomes.	X				X			X
	HE.912.R.4.2—Generate and apply alternative solutions when solving problems or resolving conflict.					X		X	
	HE.912.R.4.3—Describe ways to anticipate, avoid or de-escalate conflicts.		X	X	X				

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