
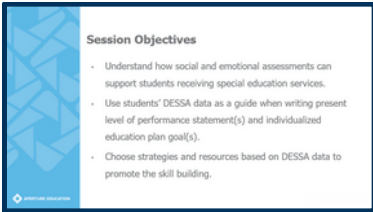



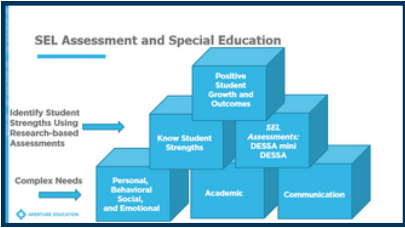





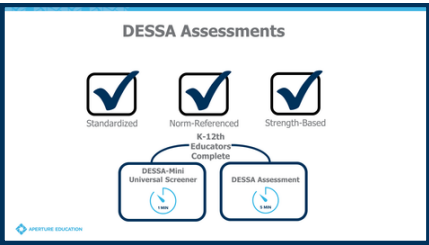

Facilitator Guide


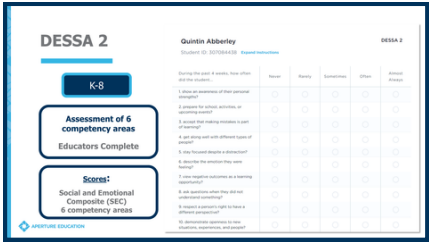
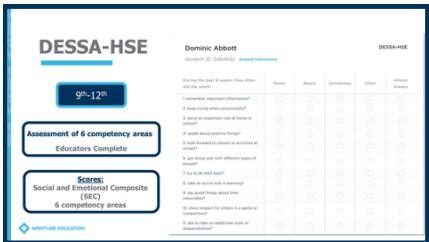
Unlocking Student Strengths with the DESSA



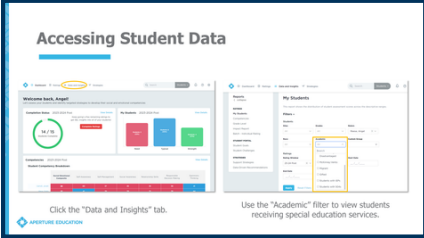
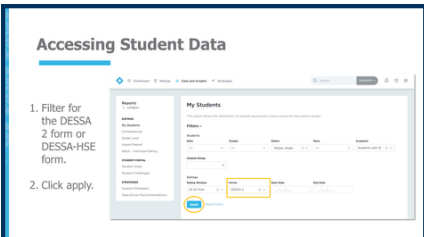
This guide provides scripted talking points for the individual designated to facilitate the Unlocking Student Strengths with the DESSA training. Please read the scripted text to assist attendees in their comprehensive understanding of the content.

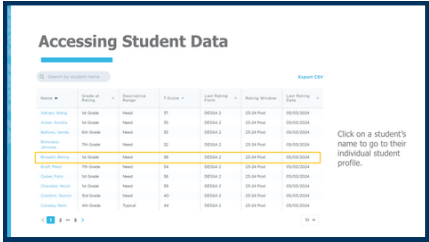
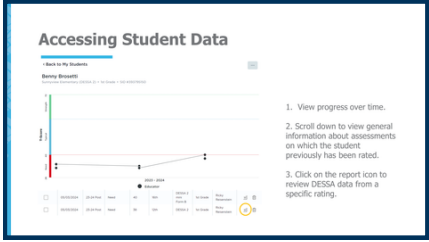
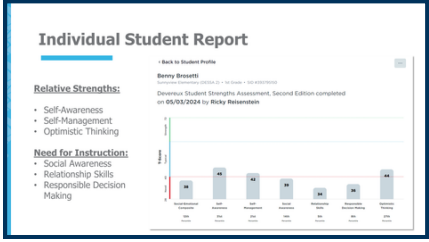
SLIDE	VISUAL	SCRIPT
<p>Slide 1</p>		<p>Hello and welcome to Unlocking Student Strengths with the DESSA! In this session we'll highlight best practices for using the DESSA to support students with disabilities.</p>
<p>Slide 2</p>		<p>The overall goal of this mini session is to help you to gain an understanding of how to identify the strengths of students with exceptionalities in a way that will guide how you may provide skill building support.</p> <p>By the end of this professional development, you will</p> <p>Understand how social and emotional assessments can support students receiving special education services</p> <p>Use students' DESSA data as a guide when writing present level of performance statement(s) and individualized education plan goal(s).</p> <p>And finally, you will learn how to choose strategies and resources based on DESSA data to promote the skill building necessary for your student to reach mastery of their individualized goals.</p>

SLIDE	VISUAL	SCRIPT
<p>Slide 3</p>		<p>Now that we've covered our session objectives and norms, let's talk about how we'll spend our time together.</p> <p>First, we'll explore SEL assessment and Special Education.</p> <p>Then we will discuss the DESSA within the context of the IEP process.</p> <p>For our last topic, tying it altogether, we will delve into how the DESSA can provide a data-driven approach to skill building.</p> <p>After that, we will end our session with an opportunity for reflection.</p>
<p>Slide 4</p>		<p>All students can benefit from ongoing social and emotional competence building and instruction; yet, as special education teachers know, students with disabilities often need additional support to build their social and emotional competence.</p> <p>Students receiving special education services often have complex needs across several domains including – social and emotional, academic, and communication. We know however, that rather than approach a student's individualized programming only through a deficit lens – it is more beneficial to adopt a strength-based approach, in which a student's strengths are leveraged to develop their areas of need.</p> <p>Regardless of the setting and context in which students receive services, assessment data can help you design intentional, proactive intervention to better meet the unique needs of the students you serve. Using assessment data will position you to meet the goals of positive student growth and outcomes</p>
<p>Slide 5</p>		<p>Let's now talk through a general overview of the DESSA.</p>
<p>Slide 6</p>		<p>As a reminder, the DESSA is an evidence-based social and emotional competency assessment to support student growth.</p> <p>The data from the DESSA shares where a student has strengths within 6 skill areas as well as where teachers have an opportunity to provide further instruction. With DESSA data, educators can design individualized instruction to better meet the unique needs of the students they serve.</p> <p>The 6 skill areas are self-awareness, optimistic thinking, self-awareness, self-management, responsible decision making, social awareness, and relationship skills. (next slide)</p>

SLIDE	VISUAL	SCRIPT
<p>Slide 7</p>		<p>Before we move forward into more detail about the DESSA assessments, let's pause for an engagement activity.</p> <p>How can measuring student social and emotional competence be of value to your role as an educator?</p> <p>In other words, what benefits do you foresee from collecting this data about students' strengths in social and emotional areas, based on your experience and expertise?</p> <p>The recommended timing for this opening activity is 2 minutes.</p> <p>Thank you for sharing everyone! Now, let's jump into DESSA details.</p>
<p>Slide 8</p>		<p>On the bottom portion of this slide, the different DESSA assessments are noted, which we will expand on in just a moment.</p> <p>First, let's take a look at the development and standardization properties of the DESSA assessments.</p> <p>(Click) All the DESSA assessments are standardized; there are established procedures for administering, scoring, and interpreting the results. The standardization sample was representative of the population across the United States and a bias analysis was completed for each question item.</p> <p>(Click) They are norm-referenced scores and are based on a national sample of students. Students' social and emotional competence can be compared or benchmarked to other students. The assessments are classified as Behavior Rating Scales which are one of the most common forms of assessment used in the educational field.</p> <p>(Click) Most uniquely, the DESSA assessments are strength-based. Every question on the DESSA is a positively worded, desirable behavior</p>
<p>Slide 9</p>		<p>The DESSA-mini is a universal screener of social and emotional competence designed for <i>all</i> students. It has 8 questions and takes about 1 minute per student for an educator (or rater) to complete. The primary purpose of the “mini” screener is to quickly and accurately identify which students may be at risk of academic and behavioral difficulties based on their social and emotional development.</p> <p>(Click) The results from the DESSA-mini produce a Social-Emotional Total (SET) score that provides an indication of a student's <i>overall</i> social and emotional competence at the time of assessment. This data can help educators plan how best to strengthen, readjust, or add universal supports. This screener can also help to identify students that may benefit from additional assessment.</p> <p>(Click) A few examples of questions that are on the DESSA-mini are listed here, with the answer options that can be selected based on the frequency in which the educator has observed the student to utilize a specific skill.</p>

SLIDE	VISUAL	SCRIPT
Slide 10		<p>It's important to note that for the high school setting, educators complete a version of the screener called the High School Edition, or the DESSA-HSE mini.</p> <p>Similar to the screener used for grades Kindergarten through 8th grade, educators complete the screening, which also results in one score, the Social and Emotional Total (SET).</p> <p>(Click) There are differences in the language used on the high school edition (the HSE), including “youth” instead of child, and the frequency scale options for the educator to select from when answering the questions. The skills assessed on the HSE screener also reflect that of students within the 9th-12th grade range.</p>
Slide 11		<p>The DESSA is a full assessment of students' social and emotional competencies. It takes about 5 minutes for an educator to complete, and it is typically completed as a follow-up assessment after the DESSA-mini for certain students, if needed. We will look at that conditional process in just a moment.</p> <p>(Click) The results of the DESSA produce one total score, the Social and Emotional Composite (“SEC”) score, and a score for each of eight social and emotional competencies per student.</p> <p>Similar to the DESSA-mini, each question on the DESSA is a positively worded, desirable behavior and offers the educator (or rater) the same likert frequency scale to select their answer.</p> <p>The DESSA data provides an indication of student strengths and needs across multiple competencies, it can help educators plan how best to strengthen, readjust, or add universal and tiered supports in specific areas.</p>
Slide 12		<p>The high school version of the DESSA assessment mirrors that of the HSE screening tool, with the differences in language used to identify the student (“youth”) and the frequency scale options, as well as the skills measured for in 9th-12th grades, which we can see here in the examples on screen.</p> <p>Just like the K-8 version, this follow-up assessment allows for educators to have a deeper insight into the strengths of an individual student, with t-score results in each of the 8 competency areas.</p> <p>It may help to just note here that there IS a student self-report version for the high school level that students complete—this is not an assessment we will cover today (that is a different training session), but just to be aware of that as an option, in case your school or district is utilizing it or may plan to utilize it in the future.</p>

SLIDE	VISUAL	SCRIPT
<p>Slide 13</p>		<p>So, we know all about the DESSA, right?</p> <p>Now let's venture into how we can access and use DESSA data to support the IEP process</p>
<p>Slide 14</p>		<p>Before we get into how the DESSA supports the IEP process, I invite you to reflect on the following questions individually, and record your response on your workspace document: “Based on your knowledge of the DESSA, which competency represents your greatest strength?, Which competency represents your greatest area of need?, and How can you use your strengths to improve your area of need?”</p> <p>This is an important question because knowing our strengths, areas of need, and how we can leverage the two can help us in supporting students to do the same.</p>
<p>Slide 15</p>		<p>The first step to using DESSA data for the IEP process is accessing student data.</p> <p>You may recall how to access your DESSA data in the online system.</p> <p>You will click on the Data and Insights tab. [CLICK] You can use filters to view specific information.</p> <p>[CLICK] Perhaps, you want to view students receiving special education services that have been rated on the DESSA assessment. You can filter for Special Ed under the Academic filter.</p>
<p>Slide 16</p>		<p>After, choose the DESSA 2 under the Forms filter.</p> <p>Click Apply to see the results.</p>

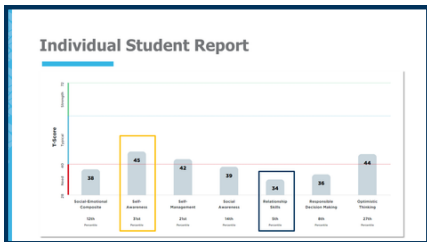
SLIDE	VISUAL	SCRIPT
Slide 17		<p>Scrolling down to the student list, you can [CLICK] click on a student's name to go to their individual student profile.</p>
Slide 18		<ul style="list-style-type: none"> •Here, you can view progress over time and [CLICK]scroll down to view general information about assessments on which the student previously has been rated. •[CLICK] Clicking on the report icon for a chosen DESSA rating will display the student's individual score report.
Slide 19		<p>This student's social and emotional composite score is a 38 in the Need for Instruction range.</p> <p>First, we want to acknowledge some strengths the student possesses by highlighting Typical scores in self-awareness, self-management, and optimistic thinking.</p> <p>Self-Awareness represents an area where the student has the strongest skill acquisition.</p> <p>The student has a need for instruction in the other skill areas, in particular, relationship skills which represents the lowest score on this student's DESSA report.</p> <p>To find out even more detailed information about student skills in these competency areas, you can scroll down and view an individual item analysis, filtering out for specific areas you want to target.</p> <p>We will use this student's score report and individual item analysis to formulate an example present level of performance statement and individualized annual goal.</p>

SLIDE

VISUAL

SCRIPT

Slide 20



As we view the score report, one way to begin considering how to support the student would be to first acknowledge the area where the student presents the most skill acquisition and strengths.

(click) In this case, Self-Awareness represents where the student has the greatest strengths. Recognition of this can be empowering for the student as well as for you.

Leveraging students' skills and strengths in one area can help to motivate the student as you are supporting them in another area where they have a need for instruction.

In terms of the IEP process, focusing on skill acquisition in Self-Awareness may help guide you while writing the present level of performance statement on the IEP.

You can also identify where a student has the highest need for instruction to begin goal setting and establishing a plan for skill building

(click). Based on this score report, the area where the student has the highest need for continued support is Relationship Skills.

Let's look more in depth at the student data starting with the individual item analysis for Optimistic Thinking.

Slide 21

Competency	Item	Response	Category
Self-Awareness	show an awareness of their personal strengths?	Other	Typical
Self-Awareness	are questions asked they did not understand answered?	None	Sometimes
Self-Awareness	demonstrate a sense of who they are and what is important to them?	Sometimes	Typical
Self-Awareness	work to describe their personal strengths?	Sometimes	Typical
Self-Awareness	identify self against their emotions?	Other	Atypical
Self-Awareness	describe the emotion they were feeling.	None	Atypical

Example: Student A has strong acquisition in Self-Awareness as they often show an awareness of their personal strengths and can often explain what caused their emotions. While Student A is self-aware, they require additional support to describe the emotion they were feeling.

Viewing the individual analysis can help you identify where the student has acquired some skill mastery in Self-Awareness. Let's apply this data to writing a present level of performance.

The individual item analysis reflects data-based information about a student's current strengths just as we can see in this example. Using the DESSA data can help you to write an accurate and observable present level statement.

An example based on the sample data from the individual analysis displayed here is: Student A has strong acquisition in Self-Awareness as they often show an [CLICK] awareness of their personal strengths [CLICK] and can often explain what caused their emotions.

While Student A is self-aware, (click) they require additional support to describe the emotion they were feeling.

The formula used here is to first indicate the strengths based on DESSA data from the individual item analysis and then identify an area where the student has a need for instruction based on the DESSA data.

Here, the growth area is still in Self-Awareness; however, you may choose to identify a growth area within another competency where the student demonstrates a need for instruction.

Now that we know where the student has strong skills, we can identify where to set an annual goal in an area where your student has a need for instruction.

SLIDE

VISUAL

SCRIPT

Slide 22

Individualized Goal

Individual Item Analysis Self-Awareness

Competency	Item	Response	Category
Self-Awareness	When an awareness of their personal strengths?	Often	Typical
Self-Awareness	ask questions when they did not understand something?	Sometimes	Typical
Self-Awareness	demonstrates a sense of why they are and what is important to them?	Sometimes	Typical
Self-Awareness	work to develop their personal strengths?	Sometimes	Typical
Self-Awareness	identify what caused their emotions?	Often	Typical
Self-Awareness	identify the emotion they were feeling?	Often	Typical

Example: "By the end of the school year, the student will be able to identify emotions they were feeling, and apply strategies taught to describe those emotions 8 out of 10 observed instances."

Individualized goals are set in an area where the student needs additional support or instruction to skill build.

You will identify an annual goal and, at times, short-term benchmarks/objectives.

After implementing strategies and instruction to support a student so they can reach these goals, progress monitoring is used as a measure effectiveness and goal mastery.

As previously mentioned, [CLICK] this student demonstrates a Need in describing the emotion they were feeling.

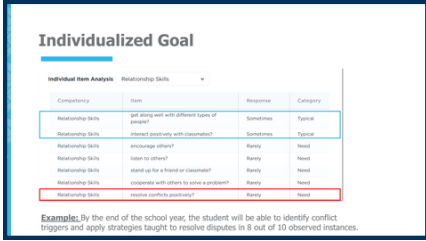
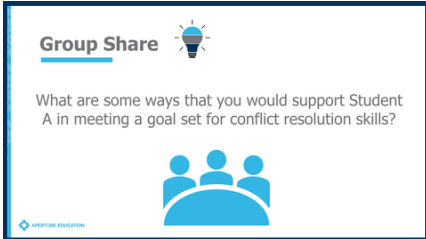

Using the DESSA data, we can set an intentional and targeted goal for the student. As with the present level of performance, please keep in mind that every school district and LEA may have specific guidelines on formatting the annual goal. We recommend you follow those guidelines.

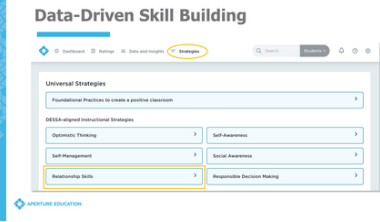
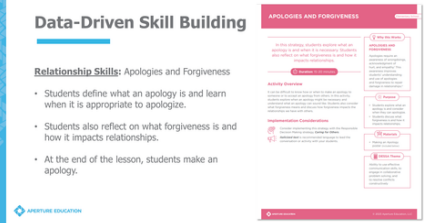
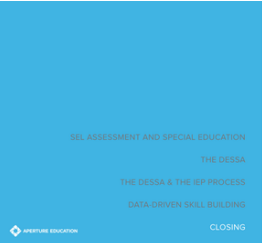
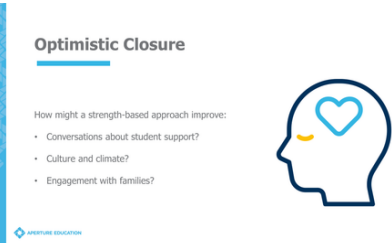
Identifying emotions can be explicitly taught using individual lessons or curriculum, and then practiced and reinforced in their learning environment.

[CLICK] An annual goal for this student could be: "By the end of the school year, the student will be able to identify emotions they were feeling, and apply strategies taught to describe those emotions 8 out of 10 observed instances."

To make a stronger connection to the strength we identified in the previous slide as well as to motivate the student, you might include as part of this strategy that the student will remind themselves that because they understand emotions, thoughts, and values and how they influence one's behavior, they can use that awareness to identify triggers before they erupt and then use the problem-solving strategies to resolve disputes.

After establishing the goal, you can choose strategies from the Educator Portal to support your work with the student.

SLIDE	VISUAL	SCRIPT																																
Slide 23	 <p>Individualized Goal</p> <p>Individual Item Analysis: Relationship Skills</p> <table border="1"> <thead> <tr> <th>Competency</th> <th>Item</th> <th>Response</th> <th>Category</th> </tr> </thead> <tbody> <tr> <td>Relationship Skills</td> <td>get along well with different types of people?</td> <td>Sometimes</td> <td>Typical</td> </tr> <tr> <td>Relationship Skills</td> <td>attend positively with classmates?</td> <td>Sometimes</td> <td>Typical</td> </tr> <tr> <td>Relationship Skills</td> <td>exchange ideas?</td> <td>Rarely</td> <td>Need</td> </tr> <tr> <td>Relationship Skills</td> <td>listen to others?</td> <td>Rarely</td> <td>Need</td> </tr> <tr> <td>Relationship Skills</td> <td>stand up for a friend or classmate?</td> <td>Rarely</td> <td>Need</td> </tr> <tr> <td>Relationship Skills</td> <td>associate with others to solve a problem?</td> <td>Rarely</td> <td>Need</td> </tr> <tr> <td>Relationship Skills</td> <td>resolve conflicts peacefully?</td> <td>Rarely</td> <td>Need</td> </tr> </tbody> </table> <p>Example: By the end of the school year, the student will be able to identify conflict triggers and apply strategies taught to resolve disputes in 8 out of 10 observed instances.</p>	Competency	Item	Response	Category	Relationship Skills	get along well with different types of people?	Sometimes	Typical	Relationship Skills	attend positively with classmates?	Sometimes	Typical	Relationship Skills	exchange ideas?	Rarely	Need	Relationship Skills	listen to others?	Rarely	Need	Relationship Skills	stand up for a friend or classmate?	Rarely	Need	Relationship Skills	associate with others to solve a problem?	Rarely	Need	Relationship Skills	resolve conflicts peacefully?	Rarely	Need	<p>Because the student has a Need in Relationship Skills, you could also set an individual goal for Relationship skills.</p> <p>The individual item analysis tells us that while [CLICK] the student gets along with different types of people and interacts positively with classmates, [CLICK]they rarely resolve conflicts positively.</p> <p>Conflict resolution skills can be explicitly taught using individual lessons or curriculum, and then practiced and reinforced in their learning environment.</p> <p>[CLICK] An annual goal for this student could be: “By the end of the school year, the student will be able to identify conflict triggers and apply strategies taught to resolve disputes in 8 out of 10 observed instances.”</p> <p>Because the student has strengths in getting along with others, perhaps the educator would include other students in learning about how to identify conflict triggers and provide social scenarios that the students could work through together.</p> <p>Chat activity: Let’s pause here to hear from you all. What are some ways that you would support Benny in meeting a goal set for conflict resolution skills? Enter them in the chat!</p>
Competency	Item	Response	Category																															
Relationship Skills	get along well with different types of people?	Sometimes	Typical																															
Relationship Skills	attend positively with classmates?	Sometimes	Typical																															
Relationship Skills	exchange ideas?	Rarely	Need																															
Relationship Skills	listen to others?	Rarely	Need																															
Relationship Skills	stand up for a friend or classmate?	Rarely	Need																															
Relationship Skills	associate with others to solve a problem?	Rarely	Need																															
Relationship Skills	resolve conflicts peacefully?	Rarely	Need																															
Slide 24	 <p>Group Share</p> <p>What are some ways that you would support Student A in meeting a goal set for conflict resolution skills?</p>	<p>Let’s pause here to hear from you all. What are some ways that you would support Benny in meeting a goal set for conflict resolution skills? Enter them in the chat!</p>																																
Slide 25	 <p>SEL ASSESSMENT AND SPECIAL EDUCATION</p> <p>THE DESSA</p> <p>THE DESSA & THE IEP PROCESS</p> <p>DATA-DRIVEN SKILL BUILDING</p> <p>AGENDA</p> <p>CLOSING</p>	<p>Thanks for sharing! Let’s discuss data-driven skill building using the DESSA Strategies.</p>																																

SLIDE	VISUAL	SCRIPT
Slide 26		<p>Referring to the same student we have been discussing during this session, when looking for resources to support growth based on IEP goals, you could use DESSA-aligned strategies for [CLICK] Relationship Skills.</p> <p>It may take collaboration with other colleagues to introduce, teach, and allow practice time for the student to generalize and apply the new skill.</p> <p>For example, you may work with a School Counselor to aid in introducing the strategy in a small group or individual setting, then within the classroom, as the teacher, you will allow the student opportunities for further practice, reinforcing the student each time they demonstrate the new skill.</p>
Slide 27		<p>“Apologies and Forgiveness” might be a great strategy to start with because we know that Benny struggles to resolve conflicts positively.</p> <p>In this strategy, students explore what an apology is and when it is necessary. Students also reflect on what forgiveness is and how it impacts relationships.</p>
Slide 28		<p>Well, friends! Our time together is coming to and end. Let’s close out with another reflection exercise.</p>
Slide 29		<p>We know that a strength-based approach is pivotal for all students, but especially for those with exceptionalities.</p> <p>So, to end our time together, let’s take a moment to reflect on the strength-based approach and how that might improve conversations, culture, climate, and engagement.</p> <p>Take a moment to reflect and respond to the following questions: How might a strength-based approach improve:</p> <p>Conversations about student support?</p> <p>Culture and climate?</p> <p>Engagement with families?</p>