

# Louisiana's Health Education Standards and DESSA Crosswalk

March 2025

The [Louisiana Health Education Content Standards](#) establish a framework of essential knowledge and skills for Louisiana students that accurately reflects contemporary knowledge about teaching and learning, prepares students to apply their knowledge in a variety of situations, and prepares students for life-long learning. These standards are based on the Louisiana Content Standards Foundation Skills, which apply to all disciplines. Through competency of these Health Education Standards and Foundation skills, students will become health-literate, effective problem-solvers, self-directed learners, effective communicators, and responsible, productive citizens.

The DESSA suite of assessments measures key social and emotional competencies essential for student success now and into the future. The DESSA assessments span kindergarten through 12<sup>th</sup> grade and can be completed by educators, students, and parents or guardians. The assessments are nationally standardized, norm-referenced, strength-based behavior rating scales, measuring the positive skills, behaviors, and mindsets necessary for students to thrive.

This crosswalk highlights the alignment between both the Louisiana Foundation Skills and select standards from the Louisiana Health Education Standards and DESSA assessment items. It demonstrates how the DESSA assessments can be used by Louisiana districts and schools to promote healthy behaviors by providing students with knowledge, abilities, and skills to succeed in work and life.

## Alignment between Louisiana Foundation Skills and DESSA Items

<i>Foundation Skills</i>	<i>DESSA Items</i>
<u>Communication</u> : A process by which information is exchanged and a concept of “meaning” is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.	<ul style="list-style-type: none"><li>• Listen to others</li><li>• Ask questions when learning new things</li><li>• Ask for advice when needed</li><li>• Respond to others’ feelings in kind and safe ways</li><li>• Gather information before making an important decision</li><li>• Update their thinking as they learn more about something</li><li>• Help make their class a place where everyone can learn</li></ul>
<u>Problem-Solving</u> : The identification of an obstacle or challenge and the application of knowledge and thinking processes which include reasoning, decision-making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.	<ul style="list-style-type: none"><li>• Take action to solve problems</li><li>• Keep working until they achieve a goal</li><li>• Cooperate with others to solve a problem</li><li>• Update their thinking as they learn more about something</li></ul>

	<ul style="list-style-type: none"> <li>• Ask questions when learning new things</li> <li>• Seek out challenging tasks</li> <li>• Accept that making mistakes is part of learning</li> <li>• View negative outcomes as a learning opportunity</li> <li>• Work to develop their personal strengths</li> <li>• Contribute to creating a positive learning environment</li> </ul>
<p><u>Resource Access and Utilization:</u> The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential in all learning processes. These resource tools include pen, pencil, paper, audio and video material, word processors, computers, interactive devices, telecommunication, and other emerging technologies.</p>	<ul style="list-style-type: none"> <li>• Think before they acted</li> <li>• Feel comfortable asking for help when they don't understand something</li> <li>• Adapt well to new situations</li> <li>• Adjust their behavior to match different settings</li> <li>• Gather information before making an important decision</li> <li>• Update their thinking as they learn more about something</li> </ul>
<p><u>Linking and Generating Knowledge:</u> The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continued improvement, students must be able to transfer and elaborate on these processes. "Transfer" refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. "Elaboration" refers to monitoring, adjusting, and expanding strategies into other contexts.</p>	<ul style="list-style-type: none"> <li>• Adapt well to new situations</li> <li>• Adjust their behavior to match different settings</li> <li>• Update their thinking as they learn more about something</li> </ul>
<p><u>Citizenship:</u> The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes: working respectfully and productively together for the benefit of the individual and the community; being accountable for one's civil, constitutional, and statutory rights; and</p>	<ul style="list-style-type: none"> <li>• Do nice things for people</li> <li>• Make others feel welcome or included</li> <li>• Cooperate with others to solve a problem</li> <li>• Agree to and follow expectations for behavior</li> </ul>

mentoring others to be productive citizens and lifelong learners.	<ul style="list-style-type: none"> <li>• Contribute to creating a positive learning environment</li> <li>• Help make class a place everyone can learn</li> <li>• Get along with different types of people</li> <li>• Respect a person's right to have a different perspective</li> <li>• Make positive contributions to their class, school, or community</li> <li>• Can make a positive difference in the world</li> <li>• Take action to solve problems</li> </ul>
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## Alignment between Select Louisiana Health Education Standards and DESSA Items

<i>Health Education Standard</i>	<i>DESSA Items</i>
<p><u>Standard 4</u>: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Recognize their emotions</li> <li>• Describe the emotion they were feeling</li> <li>• Recognize others' emotions</li> <li>• Respond to others' feelings in kind and safe ways</li> <li>• Ask for advice when needed</li> <li>• Feel comfortable asking for help when they don't understand something</li> <li>• Get along well with different types of people</li> <li>• Interact positively with classmates</li> <li>• Do nice things for people</li> <li>• Resolve conflicts positively</li> <li>• Compromise for the good of the group</li> <li>• Good at making and keeping friends</li> </ul>
<p><u>Standard 5</u>: Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<ul style="list-style-type: none"> <li>• Gather information before making an important decision</li> <li>• Do the right thing in a difficult situation</li> <li>• Ask for advice when needed</li> <li>• Take action to solve problems</li> <li>• Update their thinking as they learn more about something</li> <li>• Accept responsibility for their actions</li> <li>• Resolve conflicts positively</li> </ul>
<p><u>Standard 6</u>: Students will demonstrate the ability to use goal setting skills to enhance health.</p>	<ul style="list-style-type: none"> <li>• Set goals for themselves</li> <li>• Persist to achieve a goal</li> <li>• Believe they can achieve their goals</li> <li>• Take action to solve problems</li> <li>• Believe they can overcome setbacks</li> <li>• Ask for advice when needed</li> <li>• Feel comfortable asking for help when they don't understand something</li> <li>• Seek out challenging tasks</li> <li>• Contribute to group or team goals</li> </ul>
<p><u>Standard 7</u>: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<ul style="list-style-type: none"> <li>• Do the right thing in a difficult situation</li> <li>• Accept responsibility for their actions</li> <li>• Agree to and follow expectations for their behavior</li> <li>• Expect that they will be successful</li> <li>• Stay calm when faced with a challenge</li> <li>• Calm down when they're upset</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognize their strengths</li> <li>• Get along well with different types of people</li> <li>• Interact positively with classmates</li> <li>• Prepare for school, activities, or upcoming events</li> </ul>
<p><u>Standard 8:</u> Students will demonstrate the ability to advocate for personal, family and community health.</p>	<ul style="list-style-type: none"> <li>• Encourage others</li> <li>• Do nice things for people</li> <li>• Stand up for a friend or classmate</li> <li>• Contribute to creating a positive learning environment</li> <li>• Make positive contributions to their class, school, or community</li> <li>• Can make a positive difference in the world</li> <li>• Believe their contributions to a group or team matter</li> </ul>



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The DESSA System from Aperture Education: A Riverside Insights Company is a student resilience system that helps educators measure and strengthen social, emotional, and behavioral skills to reduce challenges that interfere with learning. The DESSA universal screening and supplemental assessments are widely used, practical, evidence-based measures of social and emotional competence of students in grades K-12. These powerful data analytic tools enable educators to identify trends, validate curriculum effectiveness, and drive positive academic and well-being outcomes for students. Robust reporting in the DESSA System provides insights for educators and staff to proactively differentiate instruction using DESSA-provided instructional strategies and tiered intervention resources. The DESSA System's strength-based approach is grounded in resilience theory and designed to bring the whole child into focus. To learn more, visit [www.ApertureEd.com](http://www.ApertureEd.com).