

Montana Whole Child Skill Development Competencies and DESSA Crosswalk

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The [Montana Whole Child Skill Development Competencies](#) are intended to guide the lifelong development of self-awareness, self-management, social awareness, relationship skills, and responsible decision making for all Montana students. The competencies were developed in partnership with Montana educators, parents, caregivers, school counselors, and youth mental health and development experts.

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 12th 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. The six competencies measured by the DESSA, their abbreviations, and their definitions are listed here:

- Self-Awareness (SA): The ability to understand emotions, thoughts, and values and how they influence one's behavior; recognize strengths and limitations; and develop healthy identities and a sense of purpose.
- Self-Management (SM): The ability to manage emotions and behaviors across different situations and environments and to demonstrate agency as one works to set and achieve personal and collective goals.
- Social Awareness (SO): The understanding of social norms for behavior; the ability to empathize with, respect, and take the perspectives of others; and the feeling of connection and belonging with family, peers, schools, and community groups.
- Relationship Skills (RS): The ability to establish and maintain healthy and positive relationships including effective communication, collaborative problem-solving, negotiating conflict, and demonstrating helpful and supportive behaviors.
- Responsible Decision Making (RDM): The ability to make careful, reliable, and constructive choices about personal and social behavior that are appropriate across diverse situations; to consider the personal, social, and collective impact of one's actions; and to demonstrate curiosity and an open-mindedness to learning.
- Optimistic Thinking (OT): The belief and demonstration of confidence, hopefulness, and positive thinking regarding oneself, others, and one's life situations in the past, present, and future.

This crosswalk highlights the alignment between the Montana Whole Child Skill Development Competencies and DESSA assessment items across the six competencies. It demonstrates how the DESSA assessments can be used by districts and schools to help Montana students develop the skills to have enhanced well-being, improved academic outcomes, and more stable employment in adulthood.

Alignment between the MT Whole Child Skill Development Competencies and DESSA Items

Self-Awareness The ability to identify emotions; recognize strengths; develop self-confidence; develop self-efficacy	
<i>With modeling and the support of a trusted adult, grade K–2 learners will:</i>	<i>DESSA Items</i>
<ol style="list-style-type: none"> 1. Identify and label basic emotions (e.g., happy, sad, mad, scared) and identify situations that cause those emotions. 2. Describe one's basic emotions and how they may be the same as or different from others. 3. Identify ways to seek help when needed (including help with personal, cultural, and linguistic problems). 4. Differentiate between likes and dislikes and how they may be the same as or different from others. 5. Recover from simple mistakes by using strengths to recognize, acknowledge, and address those mistakes. 6. Identify and state a simple goal or an area of improvement. 	<ul style="list-style-type: none"> • Recognize their emotions (SA) • Explain what caused their emotions (SA) • Feel comfortable asking for help when they don't understand something (SA) • Describe the things that matter to them (SA) • Accept that making mistakes is part of learning (OT) • View negative outcomes as a learning opportunity (OT) • Work to develop personal strengths (SA) • Seek out challenging tasks (OT) • Believe they can achieve their goals (OT)
<i>With some support and the guidance of a trusted adult, grade 3–5 learners will:</i>	<i>DESSA Items</i>
<ol style="list-style-type: none"> 1. Label and describe emotions using a growing vocabulary (e.g., happy, excited, mad, furious, worried, scared). 2. When prompted by adults, understand the link between emotions and physical responses and behavior in self and others. 3. Identify and reflect upon personal self-interests and skills to develop simple goals to pursue. 4. Identify strategies, such as asking for help, to persevere through undesirable tasks. 5. Identify strengths and limitations when faced with a challenge. 6. Identify and examine their role in family and community in terms of how they view themselves and others. 7. Demonstrate honesty, integrity, and self-compassion while acknowledging mistakes as opportunities to learn. 	<ul style="list-style-type: none"> • Recognize their emotions (SA) • Explain what caused their emotions (SA) • Know how their emotions influence their behavior (SA) • Describe the things that matter to them (SA) • List the personal traits that are most important to them (SA) • Recognize their strengths (SA) • Feel comfortable asking for help when they don't understand something (SA) • Accept that making mistakes is part of learning (OT) • View negative outcomes as a learning opportunity (OT) • Work to develop personal strengths (SA) • Seek out challenging tasks (OT) • Believe they can achieve their goals (OT)

<i>With reduced support and the guidance of a trusted adult, grade 6–8 learners will:</i>	<i>DESSA Items</i>
<ol style="list-style-type: none"> 1. Recognize, label, and describe emotions linked to physical responses and behavior in self and others across different settings. 2. Identify and prioritize personal strengths, skills, and interests to develop personal goals. 3. Examine how family and culture impact thoughts, prejudices, biases, and actions. 4. Describe the relationship between effort, attitude, and achievement. 5. Identify strategies and resources to pursue help for achieving goals. 6. Demonstrate honesty, integrity, and self-compassion while using strategies to acknowledge mistakes as opportunities to learn. 7. Recognize if behaviors are reflective of personal values and goals. 	<ul style="list-style-type: none"> • Recognize their emotions (SA) • Explain what caused their emotions (SA) • Know how their emotions influence their behavior (SA) • Recognize their strengths (SA) • Work to develop personal strengths (SA) • Describe the things that matter to them (SA) • List the personal traits that are most important to them (SA) • Feel comfortable asking for help when they don't understand something (SA) • Seek out challenging tasks (OT) • Listen to feedback so they can improve (SA) • Believe they can achieve their goals (OT) • Accept that making mistakes is part of learning (OT) • View negative outcomes as a learning opportunity (OT) • Show a willingness to examine their beliefs and opinions (SA)
<i>With minimal support and the guidance of a trusted adult, grade 9–12 learners will:</i>	<i>DESSA Items</i>
<ol style="list-style-type: none"> 1. Recognize, label, and describe emotional and physical stress responses across settings and understand how they promote personal resilience. 2. Use self-reflection to determine if behaviors are reflective of personal values and goals. 3. Explain how mental attitude and personal beliefs can impact growth and progress toward achieving a goal. 4. Advocate for oneself by creating “I” statements to express personal points of view, including asking for help. 5. Respond with self-compassion when faced with adversity and acknowledge personal mistakes. 6. Identify personal biases and evaluate strategies to overcome tendencies to stereotype. 	<ul style="list-style-type: none"> • Recognize their emotions (SA) • Explain what caused their emotions (SA) • Know how their emotions influence their behavior (SA) • Recognize their strengths (SA) • Work to develop personal strengths (SA) • Describe the things that matter to them (SA) • List the personal traits that are most important to them (SA) • Feel comfortable asking for help when they don't understand something (SA) • Seek out challenging tasks (OT) • Listen to feedback so they can improve (SA) • Believe they can achieve their goals (OT) • Accept that making mistakes is part of learning (OT) • View negative outcomes as a learning opportunity (OT) • Believe they can overcome setbacks (OT) • Show a willingness to examine their beliefs and opinions (SA) • Show a willingness to update their thinking (RDM)

Self-Management The ability to control impulses; manage stress; practice self-discipline; set goals; display organizational skills.	
<i>With modeling and the support of a trusted adult, grade K–2 learners will:</i>	DESSA Items
<ol style="list-style-type: none"> 1. Identify physical responses to strong emotions and apply simple coping strategies (e.g., simple breathing techniques) to defuse the emotional stressor. 2. Identify the difference between wants and needs while beginning to increase capacity for self-regulation (including impulse control and delaying gratification). 3. Recognize that different environments have varying expectations (e.g., routines, behaviors). 4. Begin to develop and use physical and mental strengths for academic achievement and behavioral resilience. 5. Demonstrate independent organizational skills during simple routines and strategies to focus attention on short-term personal and academic goals. 	<ul style="list-style-type: none"> • Can calm down when they're upset (SM) • Stay calm when faced with a challenge (SM) • Stay focused despite a distraction (SM) • Motivate themselves when they don't want to do something (SM) • Persist to achieve a goal (SM) • Adapt well to new situations (SM) • Keep trying when unsuccessful (SM) • Set goals for themselves (SM) • Work carefully on projects or schoolwork (SM)
<i>With some support and the guidance of a trusted adult, grade 3–5 learners will:</i>	DESSA Items
<ol style="list-style-type: none"> 1. Use simple techniques (e.g., breathing, counting to five) to regulate reactions to personal stressors and reduce the negative effects of stress. 2. Use simple self-monitoring strategies to regulate and express emotions to self and others. 3. Demonstrate self-regulated emotions while displaying behaviors in a manner sensitive to self and others. 4. Apply oneself to personal and/or collective goals demonstrating courage, initiative, and self-discipline. 5. Identify simple strategies for planning, prioritizing, motivating oneself, and managing time when working toward short- and long-term goals (personal and/or collective). 	<ul style="list-style-type: none"> • Can calm down when they're upset (SM) • Stay calm when faced with a challenge (SM) • Stay focused despite a distraction (SM) • Motivate themselves when they don't want to do something (SM) • Keep trying when unsuccessful (SM) • Set goals for themselves (SM) • Contribute to group or team goals (SM) • Make positive contributions to their class, school, or community (SM) • Persist to achieve a goal (SM) • Work carefully on projects or schoolwork (SM)

<i>With reduced support and the guidance of a trusted adult, grade 6–8 learners will:</i>	<i>DESSA Items</i>
<ol style="list-style-type: none"> 1. Apply self-monitoring strategies to regulate physical responses to emotions. 2. Identify multiple ways to regulate stress constructively and manage emotions that are sensitive to self and others. 3. Determine consistent, attainable, and realistic personal and/or academic goals. 4. Develop and demonstrate courage, initiative, and self-discipline while monitoring progress and effort to meet goals on a short-term basis. 5. Identify strategies for persistently planning, prioritizing, motivating oneself, self-regulating, and managing time when working toward short- and long-term goals (personal and/or collective). 	<ul style="list-style-type: none"> • Can calm down when they're upset (SM) • Stay calm when faced with a challenge (SM) • Set goals for themselves (SM) • Motivate themselves when they don't want to do something (SM) • Stay focused despite a distraction (SM) • Persist to achieve a goal (SM) • Keep trying when unsuccessful (SM) • Work carefully on projects or schoolwork (SM)
<i>With minimal support and the guidance of a trusted adult, grade 9–12 learners will:</i>	<i>DESSA Items</i>
<ol style="list-style-type: none"> 1. Express their emotions in an appropriate manner sensitive to self and others, in different environments (school, family, community, work) with different audiences in different ways. 2. Understand and explain how emotional experience is influenced by others. 3. Apply strategies to regulate and communicate one's underlying emotional needs. 4. Regulate stress response to support personal resilience, using a variety of strategies. 5. Analyze how self-management exists in relation to the culture of family, school, community, and society. 6. Demonstrate personal reflection to cultivate perseverance and self-compassion when dealing with challenges and adversity 7. Implement strategies that promote progress toward short- and long-term goals on both a personal and academic basis. 	<ul style="list-style-type: none"> • Adapt well to new situations (SM) • Adjust their behavior to match different settings (SO) • Can calm down when they're upset (SM) • Stay calm when faced with a challenge (SM) • Motivate themselves when they don't want to do something (SM) • Stay focused despite a distraction (SM) • Make positive contributions to their class, school, or community (SM) • Accept that making mistakes is part of learning (OT) • View negative outcomes as a learning opportunity (OT) • Set goals for themselves (SM) • Persist to achieve a goal (SM) • Keep trying when unsuccessful (SM)

Social Awareness The ability to understand the perspectives of others; show empathy; appreciate diversity; show respect for others including those who are different from self.	
<i>With modeling and the support of a trusted adult, grade K–2 learners will:</i>	DESSA Items
1. Identify simple feelings, opinions, and perspectives of others. 2. Recognize that other's feelings are expressed in various ways. 3. Acknowledge and appreciate individual differences in others. 4. Describe strengths and positive qualities in others. 5. Express gratitude to others and receive it from others. 6. Understand there are different ways to express gratitude depending on background, culture, and contexts. 7. Recognize the connections between words, gestures, and emotions and how they can vary based on context, family, culture, and relationships.	<ul style="list-style-type: none"> • Recognize others' emotions (SO) • Respond to others' feelings in kind and safe ways (SO) • Show appreciation for others (SO) • Make others feel welcome or included (SO) • Contribute to creating a positive learning environment (SO)
<i>With some support and the guidance of a trusted adult, grade 3–5 learners will:</i>	DESSA Items
1. Use others' points of view to describe how personal behavior affects the emotions of others. 2. Recognize the need for empathy, compassion, and a concern for others. 3. Demonstrate strategies for working and playing in a manner sensitive to self and others. 4. Recognize different characteristics and points of view across cultural and social groups, identifying strengths of diversity. 5. Understand the benefits of expressing gratitude for self and others. 6. Recognize and understand when social or community norms are directly or indirectly unfair to individuals or a group of people. 7. Identify social norms that are (directly or indirectly) unfair to individuals or a certain group of people and show courage in expressing those insights.	<ul style="list-style-type: none"> • Recognize others' emotions (SO) • Respond to others' feelings in kind and safe ways (SO) • Make others feel welcome or included (SO) • Contribute to creating a positive learning environment (SO) • Respect a person's right to have a different perspective (SO) • Show appreciation for others (SO) • Stand up for a friend or classmate (RS)

<i>With reduced support and the guidance of a trusted adult, grade 6–8 learners will:</i>	<i>DESSA Items</i>
<ol style="list-style-type: none"> 1. Demonstrate respect, empathy, and compassion for other people's perspectives and feelings. 2. Reflect how cross-cultural experiences can influence the ability to build positive relationships. 3. Demonstrate strategies to support working and playing in a manner sensitive to self and others, across settings. 4. Practice activities that promote and express gratitude for self and others. 5. Recognize strengths of diversity by understanding different characteristics and points of view across cultural and social groups. 6. Identify social or community norms that are (directly or indirectly) fair or unfair for certain individuals or a group of people and show courage in expressing those insights. 7. Recognize, identify, and use family, school, and community-based support networks. 	<ul style="list-style-type: none"> • Recognize others' emotions (SO) • Respond to others' feelings in kind and safe ways (SO) • Make others feel welcome or included (SO) • Contribute to creating a positive learning environment (SO) • Show appreciation for others (SO) • Respect a person's right to have a different perspective (SO) • Stand up for a friend or classmate (RS) • Feel like they belong in their school (SO)
<i>With minimal support and the guidance of a trusted adult, grade 9–12 learners will:</i>	<i>DESSA Items</i>
<ol style="list-style-type: none"> 1. Recognize and demonstrate how emotions and personal behavior affect other people's feelings, behaviors, and experiences. 2. Recognize needs in self and others by using family, school, and community-based support networks. 3. Identify and address interpersonal conflicts across settings (e.g., school, work, community, and personal relationships). 4. Recognize the shared humanity with others and the desire for others to be happy. 5. Apply empathy and compassionate viewpoints to reflect on the emotional experiences of others who have different characteristics, views, beliefs, and values. 6. Appreciate and respect the strengths of others specific to diversity, uniqueness, and the difference of individuals and groups. 7. Identify community and social norms that are (directly or indirectly) unfair to individuals or a certain group of people and use courage to influence systematic change. 	<ul style="list-style-type: none"> • Recognize others' emotions (SO) • Respond to others' feelings in kind and safe ways (SO) • Feel like they belong in their school (SO) • Make others feel welcome or included (SO) • Resolve conflicts positively (RS) • Adjust their behavior to match different settings (SO) • Respect a person's right to have a different perspective (SO) • Show appreciation for others (SO) • Help make their class a place where everyone can learn (SO)

Relationship Skills The ability to communicate effectively; pro-socially engage with others; develop healthy relationships with others; collaborate with others.	
<i>With modeling and the support of a trusted adult, grade K–2 learners will:</i>	<i>DESSA Items</i>
1. Identify a trusted adult and ask for help when needed for self or for others. 2. Communicate effectively by initiating conversations, listening actively, responding to a conversation, and staying on topic during multiple exchanges. 3. Describe and practice simple approaches to making and keeping friends (e.g., showing gratitude). 4. Engage in healthy and rewarding social interactions and play (e.g., set boundaries). 5. Recognize and respond to social cues in a manner that is sensitive to self and others in collaborative settings. 6. Develop skills to collaboratively problem solve (e.g., negotiation and compromise) when resolving conflicts, in a manner that is sensitive to self and others.	<ul style="list-style-type: none"> • Ask questions when they did not understand something (SA) • Ask for advice when needed (RDM) • Listen to others (RS) • Interact positively with classmates (RS) • Good at making and keeping friends (RS) • Get along well with different types of people (RS) • Compromise for the good of the group • Believe working with others leads to greater success (OT) • Cooperate with others to solve a problem (RS)
<i>With some support and the guidance of a trusted adult, grade 3–5 learners will:</i>	<i>DESSA Items</i>
1. Identify a trusted adult and advocate for self and others. 2. Describe the difference between a healthy and unhealthy relationship (e.g., set boundaries). 3. Build healthy relationships by recognizing the strengths and points of view of others. 4. Demonstrate the ability to consider other points of view, using empathy, compassion, and active listening skills to engage in conversation during times of agreement and/or conflict across settings 5. Use reflection strategies and social norms that are sensitive to self and others while providing and/or receiving feedback. 6. Recognize and respond to social cues across settings, in a manner that is sensitive to self and others. 7. Work cooperatively, problem solve, and negotiate conflict constructively to accomplish a goal. 8. Express gratitude to promote genuine and sustained relationships.	<ul style="list-style-type: none"> • Ask questions when they did not understand something (SA) • Ask for advice when needed (RDM) • Respect a person's right to have a different perspective (SO) • Listen to others (RS) • Respond to others' feelings in kind and safe ways (SO) • Get along well with different types of people (RS) • Interact positively with classmates (RS) • Listen to feedback so they can improve (SA) • Compromise for the good of the group • Believe working with others leads to greater success (OT) • Cooperate with others to solve a problem (RS) • Show appreciation for others (SO)

<i>With reduced support and the guidance of a trusted adult, grade 6–8 learners will:</i>	<i>DESSA Items</i>
<ol style="list-style-type: none"> 1. Identify a trusted adult and advocate for self and others, understanding how community and school norms impact behavior. 2. Describe the difference between a healthy and unhealthy relationship and understand how relationships impact emotional, physical, and social well-being (e.g., set boundaries). 3. Use empathy, compassion, active listening, and a respect for other points of view to build healthy relationships and express thoughts and ideas. 4. Recognize and respond appropriately to constructive feedback and use the feedback to improve performance. 5. Work cooperatively and productively in a group while overcoming setbacks and disagreement. 6. Express gratitude to promote genuine and sustained relationships. 	<ul style="list-style-type: none"> • Ask questions when they did not understand something (SA) • Ask for advice when needed (RDM) • Good at making and keeping friends (RS) • Respect a person's right to have a different perspective (SO) • Listen to others (RS) • Respond to others' feelings in kind and safe ways (SO) • Get along well with different types of people (RS) • Interact positively with classmates (RS) • Listen to feedback so they can improve (SA) • Compromise for the good of the group • Believe working with others leads to greater success (OT) • Cooperate with others to solve a problem (RS) • Show appreciation for others (SO)
<i>With minimal support and the guidance of a trusted adult, grade 9–12 learners will:</i>	<i>DESSA Items</i>
<ol style="list-style-type: none"> 1. Identify and use a network of trusted adults while advocating for self and others (e.g., ask for help when needed). 2. Understand how different types of verbal and nonverbal communication can create positive communication with others. 3. Independently seek and maintain healthy relationships with the intent of demonstrating kindness, gratitude, and helping others (e.g., set boundaries, express needs, and recognize warning signs). 4. Listen actively for the purpose of understanding others and communicating in a direct and compassionate manner. 5. Compromise, foster empathy, and support collaborative exchange to formulate group goals and work through an agreed-upon plan. 6. Understand how each group member contributes a unique perspective and provides insight based on their personal experiences. 7. Recognize and evaluate self-reflection and constructive feedback to help resolve conflict. 	<ul style="list-style-type: none"> • Ask questions when they did not understand something (SA) • Ask for advice when needed (RDM) • Good at making and keeping friends (RS) • Respect a person's right to have a different perspective (SO) • Listen to others (RS) • Respond to others' feelings in kind and safe ways (SO) • Get along well with different types of people (RS) • Interact positively with classmates (RS) • Compromise for the good of the group (RDM) • Believe working with others leads to greater success (OT) • Cooperate with others to solve a problem (RS) • Show appreciation for others (SO) • Listen to feedback so they can improve (SA) • Resolve conflicts positively (RS)

Responsible Decision Making The ability to identify and analyze problems; resolve problems and challenges; make ethical and responsible choices and actions.	
<i>With modeling and the support of a trusted adult, grade K–2 learners will:</i>	DESSA Items
1. Begin to develop the ability to make simple decisions based on information and to understand the impact of those decisions on self and others. 2. Recognize that choices and personal behavior impact others both positively and negatively. 3. Develop imagination, originality, and interest while problem-solving, exploring, and experiencing new things. 4. Demonstrate understanding, apply rules, and show simple responsibility related to personal health and safety in different contexts and situations.	<ul style="list-style-type: none"> • Gather information before making an important decision (<i>RDM</i>) • Do the right thing in a difficult situation (<i>RDM</i>) • Compromise for the good of the group (<i>RDM</i>) • Demonstrate openness to new situations, experiences, and people (<i>RDM</i>) • Update their thinking as they learn more about something (<i>RDM</i>) • Seek out things that challenge them (<i>OT</i>) • Agree to and follow expectations for their behavior (<i>SO</i>) • Accept responsibility for their actions (<i>RDM</i>)
<i>With some support and the guidance of a trusted adult, grade 3–5 learners will:</i>	DESSA Items
1. Make simple choices and decisions based on information and understand the impact of those choices and decisions on self and others. 2. Demonstrate curiosity and open-mindedness by asking questions and accepting either the unknown or another viewpoint. 3. Predict the potential consequences of one's behavior and actions for personal, social, or collective well-being. 4. Analyze information to arrive at the best solutions for working toward social and academic goals. 5. Demonstrate safe and caring choices (physical and emotional) about personal and social behavior within diverse settings and perspectives. 6. Reflect on how personal behavior impacts the well-being of self and others (in both school and non-school settings).	<ul style="list-style-type: none"> • Gather information before making an important decision (<i>RDM</i>) • Do the right thing in a difficult situation (<i>RDM</i>) • Compromise for the good of the group (<i>RDM</i>) • Demonstrate openness to new situations, experiences, and people (<i>RDM</i>) • Show a willingness to examine their beliefs and opinions (<i>SA</i>) • Update their thinking as they learn more about something (<i>RDM</i>) • Seek out things that challenge them (<i>OT</i>) • Agree to and follow expectations for their behavior (<i>SO</i>) • Accept responsibility for their actions (<i>RDM</i>) • Believe their contributions to a group or team matter (<i>OT</i>) • Can make a positive difference in the world (<i>OT</i>) • Make positive contributions to their class, school, or community (<i>SM</i>)

<i>With reduced support and the guidance of a trusted adult, grade 6–8 learners will:</i>	<i>DESSA Items</i>
<ol style="list-style-type: none"> 1. Generate solutions and potential consequences to personal and social problems with consideration of well-being for oneself and others. 2. Identify the impact of decisions on personal safety and relationships, while recognizing unsafe situations and using strategies to remove oneself from those situations. 3. Develop skills in analyzing information, data, and facts to inform future decisions in both school and non-school settings. 4. Evaluate how external influences such as social, community, and/or cultural norms influence personal behavior. 5. Demonstrate curiosity and open-mindedness by asking questions and accepting either the unknown or other viewpoints. 6. Explore prosocial emotions (e.g., forgiveness, patience, generosity, humility) and promote ethical responses toward self and others. 	<ul style="list-style-type: none"> • Gather information before making an important decision (<i>RDM</i>) • Do the right thing in a difficult situation (<i>RDM</i>) • Compromise for the good of the group (<i>RDM</i>) • Demonstrate openness to new situations, experiences, and people (<i>RDM</i>) • Show a willingness to examine their beliefs and opinions (<i>SA</i>) • Update their thinking as they learn more about something (<i>RDM</i>) • Seek out things that challenge them (<i>OT</i>) • Ask questions when learning new things (<i>RDM</i>) • Accept responsibility for their actions (<i>RDM</i>) • Believe their contributions to a group or team matter (<i>OT</i>) • Can make a positive difference in the world (<i>OT</i>) • Make positive contributions to their class, school, or community (<i>SM</i>)
<i>With minimal support and the guidance of a trusted adult, grade 9–12 learners will:</i>	<i>DESSA Items</i>
<ol style="list-style-type: none"> 1. Apply effective decision-making strategies to one's choices about personal behavior and social interactions. 2. Demonstrate perseverance and self-compassion when dealing with challenges and adversity. 3. Respond constructively to impulses and emotions to cultivate behaviors and attitudes that support one's well-being. 4. Work independently and collaboratively to address the interrelated needs of school, work, community, and personal relationships. 5. Recognize one's own capacity to individually or collaboratively promote positive change within the community. 6. Be curious and open-minded about how prosocial emotions (e.g., forgiveness, patience, generosity, humility) can promote ethical responses toward self and others. 7. Reflect on one's personal experience to understand how others express emotion and how those emotions can influence their decision making. 8. Understand how varying points of view and different systems shape the experiences of self and others. 	<ul style="list-style-type: none"> • Gather information before making an important decision (<i>RDM</i>) • Do the right thing in a difficult situation (<i>RDM</i>) • Accept that making mistakes is part of learning (<i>OT</i>) • View negative outcomes as a learning opportunity (<i>OT</i>) • Believe they can overcome setbacks (<i>OT</i>) • Keep trying when unsuccessful (<i>SM</i>) • Think before they acted (<i>SM</i>) • Compromise for the good of the group (<i>RDM</i>) • Make positive contributions to their class, school, or community (<i>SM</i>) • Contribute to group or team goals (<i>SM</i>) • Demonstrate openness to new situations, experiences, and people (<i>RDM</i>) • Show a willingness to examine their beliefs and opinions (<i>SA</i>) • Respond to others' feelings in kind and safe ways (<i>SO</i>) • Update their thinking as they learn more about something (<i>RDM</i>) • Respect a person's right to have a different perspective (<i>SO</i>)

<p>9. Reflect on how one can individually and collaboratively affect positive change by addressing problematic beliefs or inequities.</p>	<ul style="list-style-type: none"> • Believe their contributions to a group or team matter (<i>OT</i>) • Can make a positive difference in the world (<i>OT</i>)
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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.