

Ohio's K-12 Social and Emotional Learning Standards and DESSA Crosswalk

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Ohio's K-12 Social and Emotional Learning (SEL) Standards seek to develop the “whole child” by helping students build self-awareness, social awareness, self-management, and relationship and responsible decision-making skills. These standards, carefully crafted by Ohio educators, counselors, and social-emotional learning experts, can help enable student success through increasing student attention, learning, memory, and academic success, ultimately leading to a future full of hope and success.

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 SEL Competencies, Standards, and Topics and DESSA assessment items. This tool can help support the integration of SEL throughout the school day and help ensure that students in Ohio are challenged to discover and learn, prepared to pursue a fulfilling post-high school path, and empowered to become resilient, lifelong learners who contribute to society.

Alignment between the Ohio SEL Standards and DESSA Items

Competency A: Self-Awareness The ability to accurately recognize one's own emotions and thoughts, including how they relate to one's identity and culture and own emotions and thoughts and how they influence behavior. Self-awareness is the ability to accurately assess one's strengths and limitations with a sense of integrity, confidence, and optimism.	
<i>Learning Standard</i>	<i>DESSA Items</i>
A1. Demonstrate an awareness of personal emotions	<ul style="list-style-type: none"> • Recognize their emotions (SA) • Describe the emotion they were feeling (SA) • Explain what caused their emotions (SA) • Know how their emotions influence their behavior (SA) • Can tell when their emotions make it hard to pay attention (SA)
A2. Demonstrate awareness of personal interests and qualities, including strengths and challenges	<ul style="list-style-type: none"> • Describe the things that matter most to them (SA) • List the personal traits that are most important to them (SA) • Show an awareness of their personal strengths (SA) • Listen to feedback so they can improve (SA) • Work to develop their personal strengths (SA) • Seek out things that challenge them (OT)
A3. Demonstrate awareness of and willingness to seek help for self or others	<ul style="list-style-type: none"> • Feel comfortable asking for help when they don't understand something (SA)
A4: Demonstrate a sense of personal responsibility, confidence, and advocacy	<ul style="list-style-type: none"> • Feel comfortable being themselves in different situations (SA) • Imagine a positive future for themselves (OT) • Believe they can make a positive difference in the world (OT) • Expect that they will be successful (OT) • Believe they can achieve their goals (OT) • Believe they can overcome setbacks (OT)

Competency B: Self-Management The ability to navigate one's emotions, thoughts and behaviors across different situations while managing stress, controlling impulses, and motivating oneself. Self-management includes the ability to set and work toward personal and academic goals.	
<i>Learning Standard</i>	<i>DESSA Items</i>
B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development	<ul style="list-style-type: none"> • Think before they acted (SM) • Stay focused despite a distraction (SM) • Motivate themselves when they don't want to do something (SM) • Calm down when they're upset (SM)
B2: Set, monitor, adapt and evaluate goals to achieve success in school and life	<ul style="list-style-type: none"> • Set goals for themselves (SM) • Take action to solve problems (SM) • Adapt well to new situations (SM) • Contribute to group or team goals (SM) • Persist to achieve a goal (SM) • Believe they can achieve their goals (OT)
B3: Persevere through challenges and setbacks in school and life	<ul style="list-style-type: none"> • Stay calm when faced with a challenge (SM) • Keep trying when unsuccessful (SM) • Believe they can overcome setbacks (OT) • View negative outcomes as a learning opportunity (OT)

Competency C: Social Awareness

The ability to consider diverse perspectives of and empathize with others, including those from diverse backgrounds and cultures. It also reflects the ability to understand social and ethical norms for behavior across settings and to be able to identify and use family, school and community resources and supports.

<i>Learning Standard</i>	<i>DESSA Items</i>
C1: Recognize, identify, and empathize with the feelings and perspective of others	<ul style="list-style-type: none">• Recognize others' emotions (SO)• Show appreciation for others (SO)
C2: Demonstrate consideration for and contribute to the well-being of the school, community, and world	<ul style="list-style-type: none">• Make others feel welcome or included (SO)• Contribute to creating a positive learning environment (SO)• Help make their class a place where everyone can learn (SO)• Agree to and follow expectations for their behavior (SO)• Believe their contributions to a group or team matter (OT)• Can make a positive difference in the world (OT)
C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups, and cultures	<ul style="list-style-type: none">• Respect a person's right to have a different perspective (SO)
C4: Read social cues and respond constructively	<ul style="list-style-type: none">• Respond to others' feelings in kind and safe ways (SO)• Adjust their behavior to match different settings (SO)

Competency D: Relationship Skills

The ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promotes the ability to communicate clearly, listen well, cooperate with others, resist social and peer pressure, negotiate conflict, and seek help or offer it to others.

<i>Learning Standard</i>	<i>DESSA Items</i>
D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups	<ul style="list-style-type: none">• Interact positively with classmates (RS)• Encourage their friends or classmates (RS)• Listen to others (RS)• Compliment or congratulate others (RS)• Do nice things for people (RS)
D2: Develop and maintain positive relationships	<ul style="list-style-type: none">• Get along well with different types of people (RS)• Good at making and keeping friends (RS)
D3: Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways	<ul style="list-style-type: none">• Get along well with different types of people (RS)• Resolve conflicts positively (RS)• Cooperate with others to solve a problem (RS)• Stand up for a friend or classmate (RS)• Believe working with others leads to greater success (OT)

Competency E: Responsible Decision-Making The ability to make constructive choices about personal behavior and social interactions within the context of ethical standards, safety concerns and social norms. It involves making realistic evaluations of the consequences of one's actions and a consideration of the well-being of self and others.	
<i>Learning Standard</i>	<i>DESSA Items</i>
E1: Develop, implement, and model effective decision and critical thinking skills	<ul style="list-style-type: none"> • Gather information before making an important decision (<i>RDM</i>) • Update their thinking as they learn more about something (<i>RDM</i>)
E2: Identify potential outcomes to help make constructive decisions	<ul style="list-style-type: none"> • Prepare for school, activities, or upcoming events (<i>RDM</i>) • Ask for advice when needed (<i>RDM</i>) • Imagine a positive future for themselves (<i>OT</i>)
E3: Consider the ethical and civic impact of decisions	<ul style="list-style-type: none"> • Do the right thing in a difficult situation (<i>RDM</i>) • Compromise for the good of the group (<i>RDM</i>) • Accept responsibility for their actions (<i>RDM</i>) • Can make a positive difference in the world (<i>OT</i>)
E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable	<ul style="list-style-type: none"> • Demonstrate openness to new situations, experiences, and people (<i>RDM</i>) • Ask questions when learning new things (<i>RDM</i>) • Update their thinking as they learn more about something (<i>RDM</i>) • Seek out things that challenge them (<i>OT</i>)



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.