

Oregon's Transformative Social and Emotional Learning Framework and DESSA Crosswalk

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Oregon's Transformative Social and Emotional Learning Framework, published in 2023, describes the conditions that transform learning environments to support the whole child. Engaging in Transformative SEL enables students and adults to be affirmed in their identities, where they can develop a sense of agency and belonging, engage in collaborative problem-solving, and deepen their curiosity about the kind of society they want to make a reality.

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:

1. **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.
2. **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.
3. **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.
4. **Relationship Skills (RS):** the abilities to establish and maintain healthy and positive relationships including effective communication, collaborative problem-solving, negotiating conflict, and demonstrating helpful and supportive behaviors.
5. **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.
6. **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 standards of Oregon's Transformative Social and Emotional Learning Framework and DESSA Competencies. It demonstrates how the DESSA assessments can be used by districts and schools to support the whole child and meet the full scope of students' social and emotional needs.

Overview of Alignment of the DESSA Competencies to Oregon's State Standards

Note. SA = Self-Awareness, SM = Self-Management, SO = Social Awareness, RS = Relationship Skills, RDM = Responsible Decision Making, OT = Optimistic Thinking

Self-Awareness & Identity							
Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.							
Practice	Growth Indicators	SA	SM	SO	RS	RDM	OT
1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).	Name emotions, thoughts, strengths and potential.	X	X				X
	Describe the intensity of emotions, thoughts, strengths and potential, and how they can fluctuate and change.	X	X				X
	Investigate areas of strength, growth, interest and passion that signal strong emotions and responses.	X					X
	Connect emotions, thoughts, strengths, and potential to developing interests and sense of purpose.	X	X				X
1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	Identify physiological cues related to the stress response system and what they look like, feel like, and sound like.	X	X				
	Interpret environmental and experiential cues for dysregulation that activate the stress response system, and what environments or experiences support regulation.	X	X				
	Draw conclusions about what stress response state that one is experiencing based on the identified cues.	X	X				
	Apply concepts of the stress response system to identify tools to help regulate across situations and environments.	X	X				
1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.	Identify one's emotions, thoughts, perspectives, and behaviors.	X					
	Infer causes of one's emotions, thoughts, perspectives, and behaviors.	X					
	Assess consequences of behaviors based on one's emotions, thoughts, and perspectives.	X				X	
	Analyze patterns of behavior based on one's emotions, thoughts, and perspectives over time.	X					
1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	Define and ask questions about one's personal and social intersectional identity and positionality.	X		X			
	Describe one's personal and social intersectional identity and positionality.	X		X			
	Assess one's personal assets related to intersectional identity and how they relate to a sense of purpose.	X	X	X		X	
	Analyze how one's intersectional identity impacts the perspectives of self and others, and how this is connected to one's sense of belonging.	X		X			

Self-Management & Agency Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.							
Practice	Growth Indicators	SA	SM	SO	RS	RDM	OT
2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.	Notice and label thoughts, emotions, impulses, and stressors.	X	X				
	Recognize the cause and effect relationship of expressing thoughts, emotions, impulses, and stressors across situations and environments.	X	X			X	
	Compare and utilize different strategies and skills to manage and express thoughts, emotions, impulses, and stressors.	X	X				
	Analyze thoughts, emotions, impulses, and stressors, how they are internalized and externalized, and the impact these have on oneself and others.	X	X	X			
2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.	Name a variety of management strategies and skills.		X				
	Identify which management strategy to use across situations and environments.		X			X	
	Assess how the management strategies were used across situations and environments.		X			X	
	Analyze how management strategies and skills impact oneself, others, and the community.		X	X		X	
2C: Plan, evaluate, and achieve personal and collective goals and aspirations.	Identify personal and collective goals and aspirations.		X	X			
	Construct a plan to meet personal and collective goals and aspirations.		X	X		X	
	Assess and evaluate one's actions to achieve personal and collective goals and aspirations.		X	X		X	
	Analyze the impact of achieving personal and collective goals and aspirations and make adjustments as necessary.		X			X	
2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.	Define personal and collective agency, and name the skills needed in order to take initiative.		X	X		X	
	Apply personal and collective agency by showing courage and taking initiative.		X		X	X	X
	Assess the impact of personal and collective agency while identifying barriers that contribute to or restrict agency.		X			X	
	Critique and remove barriers that restrict personal and collective agency.		X			X	

Social-Awareness & Belonging Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.							
Practice	Growth Indicators	SA	SM	SO	RS	RDM	OT
3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.	Recognize and identify factors that define and influence personal and collective identities.	X		X			
	Distinguish between similarities and differences that define and influence personal and collective identities.	X		X			
	Formulate and assess strategies used to affirm personal and collective identities.	X		X			
	Analyze and critique why factors influence personal and collective identities.	X		X		X	
3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.	Identify the social skills necessary for healthy relationships and achieving goals.		X	X	X		
	Recognize in oneself and others how social skills affect relationships and achieving goals.	X	X	X	X		
	Use social skills to collectively achieve mutual goals that affirm identities and perspectives.	X	X	X	X		
	Analyze and critique the health of relationships and whether they affirm identities and perspectives.	X		X	X		
3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.	Identify and define the qualities of belonging within a diverse community.			X		X	
	Distinguish how systemic injustices across situations and environments affect a sense of belonging.			X	X	X	
	Demonstrate qualities that foster a sense of belonging in a diverse community.		X	X		X	
	Evaluate how one's responses to situations and environments can impact systemic injustices and foster a sense of belonging.			X		X	

Relationship Skills & Collaborative Problem Solving
Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

Practice	Growth Indicators	SA	SM	SO	RS	RDM	OT
4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.	Identify how backgrounds can be similar and different and recognize that people may experience situations differently.			X	X		
	Use strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	X		X	X		
	Assess communication skills to highlight the personal strengths and unique contributions of relationships with others.	X		X	X		
	Demonstrate empathy through various forms of communication to work collaboratively with others.			X	X		
4B: Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.	Understand the needs and emotions of others, and identify ways others are similar and different from oneself.			X	X		
	Recognize how to respond to the various social, verbal, physical, and situational cues of others while practicing personal and collective agency.		X		X	X	
	Adapt strategies for accepting, respecting, and supporting similarities and differences between oneself and others.		X	X	X		
	Connect how one's communication and cultural identity influence perspectives and how it might differ from others.	X		X	X		
4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.	Identify when someone is experiencing harm or when there is a conflict that needs to be resolved.			X			
	Recognize when a conflict is able to be resolved between peers and when to seek outside support.			X			
	Repair and restore relationships with individuals and to communities where harm has occurred.		X		X	X	
	Reflect on participation in practices that repair and restore harm to individuals or community groups.		X		X	X	
4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.	Identify ways to solve a problem that is culturally sensitive to the perspective of those involved.			X	X	X	
	Use collaborative problem solving skills to resolve conflict in a way that is culturally responsive to those involved.				X	X	
	Understand the context and perspective from which others are making decisions and actively use collaborative approaches to problem solving.			X	X		
	Analyze the impact of working together to strengthen relationships by affirming cultural and social perspectives.			X	X		

Responsible Decision-Making & Curiosity

Standard 5: Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.

Practice	Growth Indicators	SA	SM	SO	RS	RDM	OT
5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.	Define and recognize curiosity, open-mindedness, and critical thinking.		X			X	
	Show, interpret, and make observations of curiosity, open-mindedness, and critical thinking across situations and environments.		X			X	
	Develop, explain and investigate opportunities to be curious, openminded, and think critically across situations and environments.		X			X	
	Apply the concepts of curiosity, open-mindedness, and critical thinking to make choices and understand the impact across situations and environments.		X			X	
5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.	Use information, data, and/or facts to define, and recognize choices and solutions for personal and social injustices.			X		X	
	Interpret, and make observations about information, data, and/or facts to construct choices and solutions for personal and social injustices.					X	
	Cite information, data, and/or facts to develop informed choices and solutions for personal and social problems.		X			X	
	Design solutions for personal and social injustices based on information, data, and/or facts, and analyze the impact of choices.					X	
5C: Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	Identify, define and recognize choices and contributions in promoting personal, family, and community well-being.			X		X	
	Make observations and show how choices and contributions promote personal, family, and community well-being.			X		X	
	Anticipate and explain how choices and contributions promote personal, family, and community well-being.			X		X	
	Reflect and evaluate the impact of choices and contributions in promoting personal, family, and community well-being.			X	X	X	
	Assess the impact of personal and collective agency while identifying barriers that contribute to or restrict agency.		X			X	X
	Apply personal and collective agency by showing courage and taking initiative.		X			X	



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.