

# DESSA: CASEL FRAMEWORK AND SUBSCALES

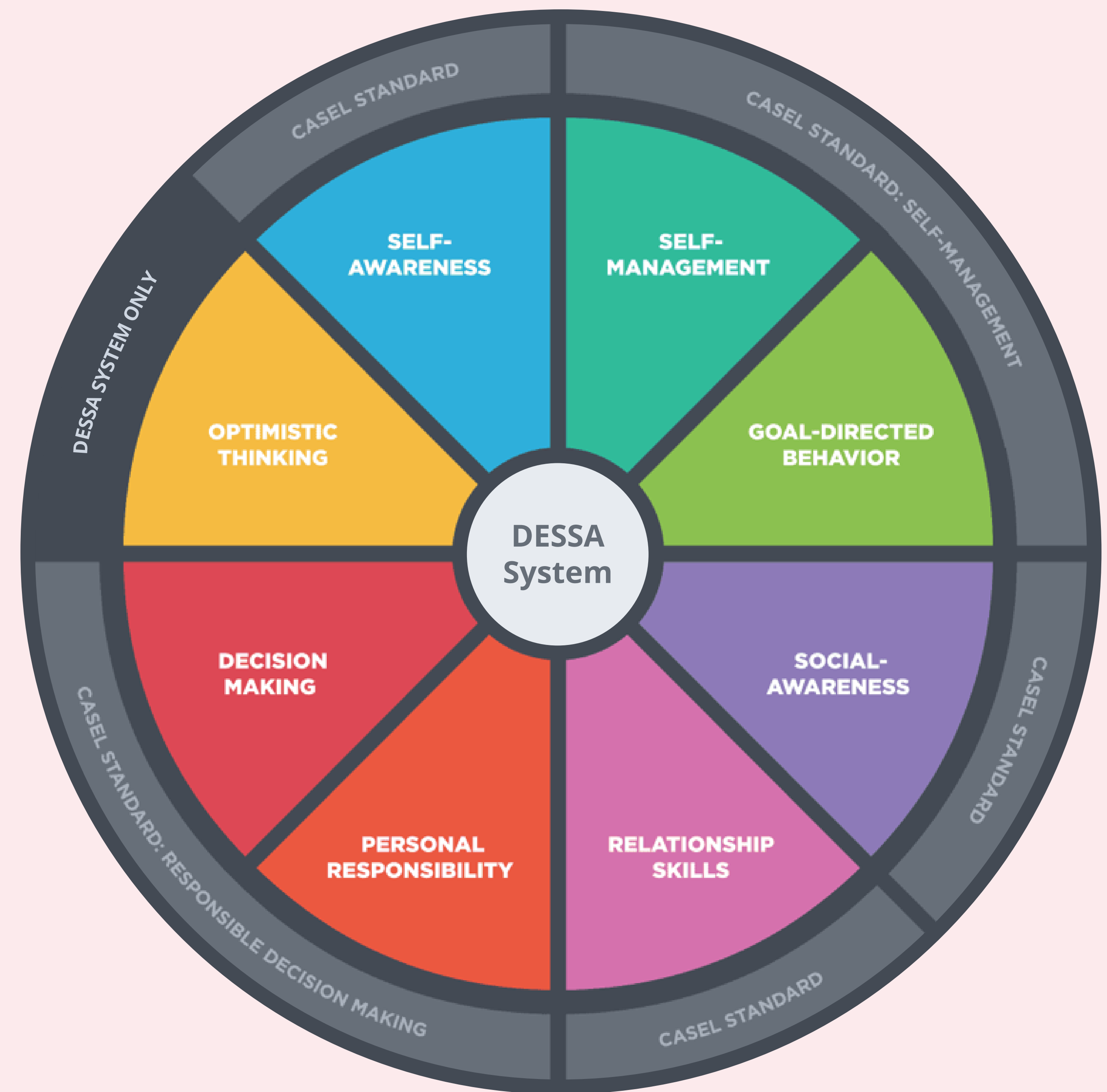
The DESSA subscales are based on the *Collaborative for Academic, Social, and Emotional Learning's* Integrated Framework to promote intrapersonal, interpersonal, and cognitive competence. As shown in the circle, the CASEL Framework includes five core competencies: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Responsible Decision Making.

The DESSA aligns to and expands the CASEL Framework by including eight subscales:

1. Self-Awareness
2. Self-Management
3. Goal-Directed Behavior
4. Social-Awareness
5. Relationship Skills
6. Personal Responsibility
7. Decision Making
8. Optimistic Thinking

Although Optimistic Thinking is not a clearly defined part of the CASEL Framework, the DESSA includes this area as a subscale as it is a key construct in resilience literature.

When a DESSA rating is completed for a student, a Social-Emotional Composite score will be reported as well as a score in each of the eight subscales. The scores will indicate if the student is demonstrating skills that are *Strong*, *Typical*, or in *Need of Instruction*. Raters can use this information to design instruction to support their students.



<b>Self-Awareness</b>	A child's realistic understanding of his/her strengths and limitations and consistent desire for self-improvement.
<b>Self-Management</b>	A child's success in controlling his or her emotions and behaviors, to complete a task or succeed in a new or challenging situation.
<b>Goal-Directed Behavior</b>	A child's initiation of, and persistence in completing, tasks of varying difficulty.
<b>Social-Awareness</b>	A child's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes her/his impact on them, and uses cooperation and tolerance in social situations.
<b>Relationship Skills</b>	A child's consistent performance of socially acceptable actions that promote and maintain positive connections with others.
<b>Personal Responsibility</b>	A child's tendency to be careful and reliable in her/his actions and in contributing to group efforts.
<b>Decision Making</b>	A child's approach to problem solving that involves learning from others and from her/his own previous experiences, using her/his values to guide her/his action, and accepting responsibility for her/his decisions.
<b>Optimistic Thinking</b>	A child's attitude of confidence, hopefulness, and positive thinking regarding herself/himself and her/his life situations in the past, present, and future.