**DESSA Results Planning Form**

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| **Rater Name:** | **8/6/2019** | **Student Name** |

**STEP 1:** **Confidence Rating**

Please choose a number that best describes your confidence in your rating:

1=Not at all Confident, 3=Somewhat Confident, and 5=Very Confident 4

Reflect on the rating process and write a few thoughts about your confidence in the behavior ratings you are going to share and their relation to the overall SEC score of the student. Provide brief examples of your observations and let the student and parent/guardian(s) know that you will be looking at areas of strength, areas that are typical, as well as areas where there is a need for instruction.

**STEP 2:** **Identifying the Student's Strengths**

Review the DESSA Single Rating Report for the student and choose up to three scales that were scored in the Strength range to highlight by using the drop-down menus below. Identify individual item ratings that show the strength and provide specific examples of the competency you have observed and record them in the comment box.

|  |  |
| --- | --- |
| **Social Emotional Competency** | **Comments** |
| Goal-Directed Behavior |  |
| Choose an item. |  |
| Choose an item. |  |

**STEP 3:** **Identifying the Student's Typical Competencies**

Review the DESSA Single Rating Report for the student and choose up to three scales that were scored in the Typical range to highlight by using the dropdown menus below. Make notes of any scale scores that are already close to the Strength range or areas that are close to the Need range that can be opportunities for growth. Plan to discuss with the student if he/she has a particular interest in working on any of these areas.

|  |  |
| --- | --- |
| **Social Emotional Competency** | **Comments** |
| Choose an item. | Click or tap here to enter text. |
| Choose an item. | Click or tap here to enter text. |
| Choose an item. | Click or tap here to enter text. |

**STEP 4:** **Address any “Needs for Instruction”**

Review the DESSA Single Rating Report for the student and choose up to three scales that were scored in the Need range to highlight by using the dropdown menus below. Make notes of any specific examples you have observed and comment on specific strategies that can be used to build that particular social emotional competency both in school and at home.

|  |  |
| --- | --- |
| **Social Emotional Competency** | **Comments** |
| Choose an item. | Click or tap here to enter text. |
| Choose an item. | Click or tap here to enter text. |
| Choose an item. | Click or tap here to enter text. |

**STEP 5:** **Reflect on your Plan and Prepare for DESSA Discussion**

Before moving on, take a moment and reflect on this DESSA assessment. Did you learn something new about the student? Are you feeling good about your instructional plan? Are you confident that you have the skills and resources to implement the plan? If not, what can you do to increase your confidence? Most importantly, is the student feeling good about him or herself and motivated to work with you to increase their social and emotional competence? A good DESSA plan should build on strengths, address needs, and leave students, parents, and teachers with a sense of direction, confidence, and optimism.

Use the space below to add any additional thoughts or comments that you would like to share.