



APERTURE EDUCATION

**Unlocking Student Strengths
with the DESSA**

Session Objectives

- Understand how social and emotional assessments can support students receiving special education services.
- Use students' DESSA data as a guide when writing present level of performance statement(s) and individualized education plan goal(s).
- Choose strategies and resources based on DESSA data to promote skill building.

**SEL ASSESSMENT AND SPECIAL
EDUCATION**

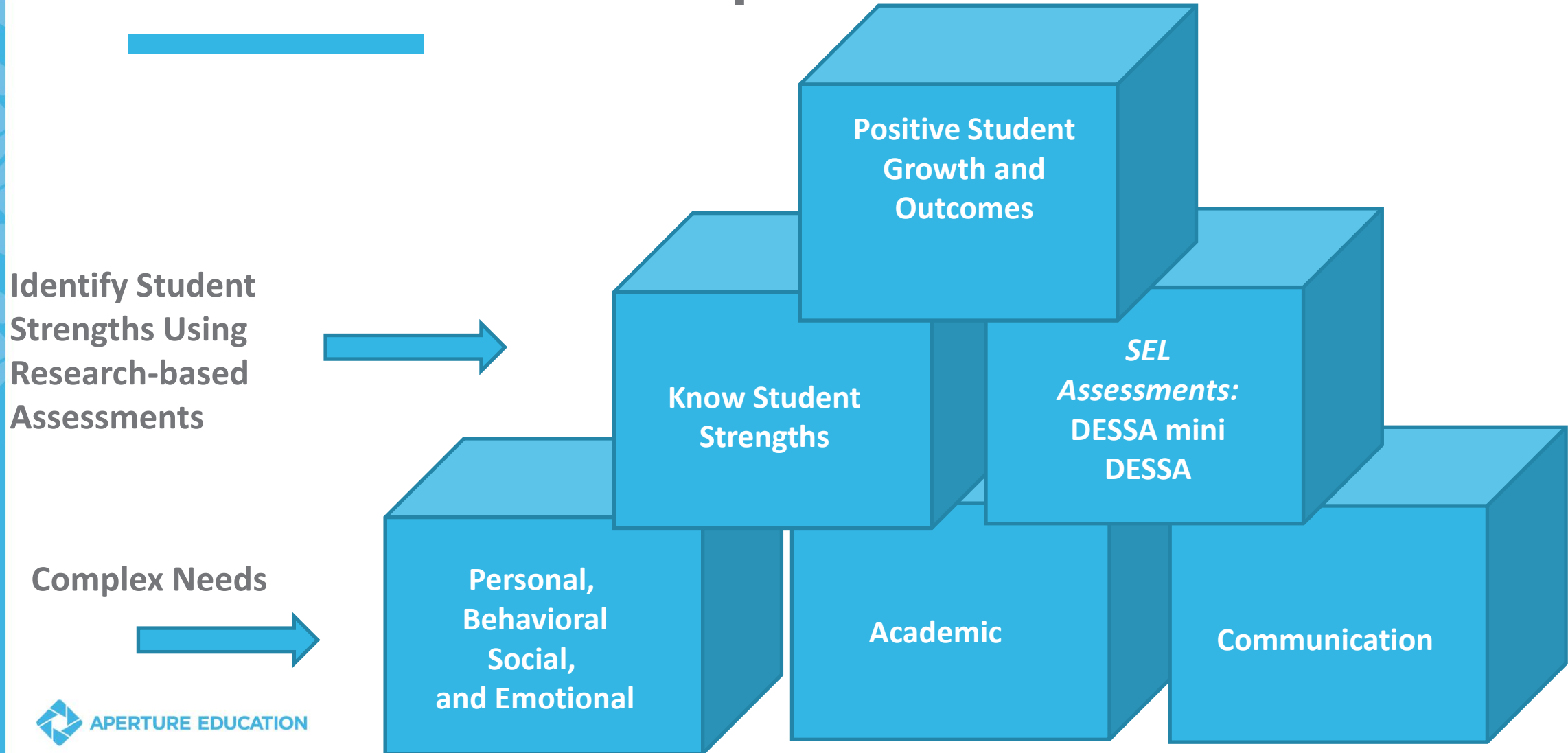
THE DESSA

THE DESSA & THE IEP PROCESS

DATA-DRIVEN SKILL BUILDING

AGENDA

SEL Assessment and Special Education



**SEL ASSESSMENT AND SPECIAL
EDUCATION**

THE DESSA

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The DESSA

The DESSA is an evidence-based social and emotional competency assessment to support student growth.

DESSA



Self-Awareness



Self-Management



Social Awareness



Relationship Skills



Responsible Decision Making



Optimistic Thinking

Group Share



How can measuring students' social and emotional competence be of value to your role?



DESSA Assessments



Standardized




Norm-Referenced



Strength-Based


**K-12th
Educators
Complete**

**DESSA-Mini
Universal Screener**



1 MIN

DESSA Assessment



5 MIN

K-8

DESSA 2 mini

Universal Screener
Educators Complete

4 Forms



Score:
Social-Emotional Total (SET)

During the past 4 weeks, how often did the student...

Never

Rarely

Sometimes

Often

Almost
Always

1. cooperate with others to solve a problem?

2. accept responsibility for their actions?

3. believe they can achieve their goals?

DESSA-HSE mini

Universal Screener

Educators Complete

4 Forms



Score:

**Social-Emotional Total
(SET)**

During the past 4 weeks, how often did the youth...

Never

Rarely

Sometimes

Often

Almost
Always

1. show an awareness of their personal strengths?

2. stay focused despite a problem or distraction?

3. respect another person's opinion?

DESSA 2

K-8

**Assessment of 6
competency areas**

Educators Complete

Scores:

**Social and Emotional
Composite (SEC)
6 competency areas**

Quintin Abberley

DESSA 2

Student ID: 307084438 [Expand Instructions](#)

During the past 4 weeks, how often did the student...	Never	Rarely	Sometimes	Often	Almost Always
1. show an awareness of their personal strengths?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. prepare for school, activities, or upcoming events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. accept that making mistakes is part of learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. get along well with different types of people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. stay focused despite a distraction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. describe the emotion they were feeling?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. view negative outcomes as a learning opportunity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. ask questions when they did not understand something?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. respect a person's right to have a different perspective?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. demonstrate openness to new situations, experiences, and people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DESSA-HSE

9th-12th

Assessment of 8 competency areas

Educators Complete

Scores:
Social and Emotional Composite (SEC)
8 competency areas

Dominic Abbott

DESSA-HSE

Student ID: 3464032 [Expand Instructions](#)

During the past 4 weeks, how often did the youth...	Never	Rarely	Sometimes	Often	Almost Always
1. remember important information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. keep trying when unsuccessful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. serve an important role at home or school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. speak about positive things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. look forward to classes or activities at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. get along well with different types of people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. try to do their best?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. take an active role in learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. say good things about their classmates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. show respect for others in a game or competition?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. ask to take on additional work or responsibilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Competency Connection

Based on your knowledge of the DESSA, which competency represents your greatest strength?

Which competency represents your greatest area of need?

How can you use your strengths to improve your area of need?

DESSA



Self-Awareness



Self-Management



Social Awareness



Relationship Skills



Responsible Decision Making



Optimistic Thinking

Accessing Student Data

Completion Status 2023-2024 Post [View Details](#)

Keep going! a few remaining ratings to get SEL insights into all of your students!

14 / 15
Students Complete

[Complete Ratings](#)

My Students 2023-2024 Post [View Details](#)

Need: Students: 5 (33%)
Typical: Students: 6 (40%)
Strength: Students: 4 (27%)

Competencies 2023-2024 Post [View Details](#)

Student Competency Breakdown

	Social-Emotional Composite	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making	Optimistic Thinking
Carroll, Jonah	35	40	37	35	35	36	41
Mein, Erith	37	41	39	39	36	38	44

Click the "Data and Insights" tab.

My Students

This report shows the distribution of student assessment scores across the descriptive ranges.

Filters ^

Students

Sites All

Grades All

Raters Reese, Angel

Race All

Academic All

Disadvantaged

McKinney-Vento

Migrant

Gifted

Students with IEPs

Students with 504s

Custom Group

Ratings

Rating Window 23-24 Post

End Date

[Apply](#) [Reset Filters](#)

Use the "Academic" filter to view students receiving special education services.

Accessing Student Data

1. Filter for the DESSA 2 form or DESSA-HSE form.

2. Click apply.

The screenshot shows a web interface for 'My Students'. The top navigation bar includes 'Dashboard', 'Ratings', 'Data and Insights', and 'Strategies'. A search bar and a 'Students' dropdown menu are also present. The left sidebar lists various reports and categories: 'RATINGS' (My Students, Competencies, Grade Level, Impact Report, Batch - Individual Rating), 'STUDENT PORTAL' (Student Goals, Student Challenges), and 'STRATEGIES' (Support Strategies, Data-Driven Recommendations). The main content area is titled 'My Students' and contains a description: 'This report shows the distribution of student assessment scores across the descriptive ranges.' Below this is a 'Filters' section with several dropdown menus: 'Students' (Sites: All), 'Grades' (All), 'Raters' (Reese, Angel), 'Race' (All), and 'Academic' (Students with IE). There is also a 'Custom Group' dropdown. Under 'Ratings', there are 'Rating Window' (23-24 Post) and 'Forms' (DESSA 2) dropdowns, along with 'Start Date' and 'End Date' input fields. A blue 'Apply' button and a 'Reset Filters' link are located at the bottom of the filter section. The 'Apply' button and the 'Forms' dropdown are highlighted with yellow circles.

Accessing Student Data

Q Search by student name

[Export CSV](#)

Name ▲	Grade at Rating ▲	Descriptive Range	T-Score ▲	Last Rating Form ▲	Rating Window	Last Rating Date ▲
Adriani, Wang	1st Grade	Need	37	DESSA 2	23-24 Post	05/03/2024
Anten, Sondra	1st Grade	Need	35	DESSA 2	23-24 Post	05/03/2024
Bellows, Vanda	6th Grade	Need	35	DESSA 2	23-24 Post	05/03/2024
Boncoeur, Jerome	7th Grade	Need	32	DESSA 2	23-24 Post	05/03/2024
Brosetti, Benny	1st Grade	Need	38	DESSA 2	23-24 Post	05/03/2024
Bruff, Mikol	7th Grade	Need	34	DESSA 2	23-24 Post	05/03/2024
Casier, Fonz	1st Grade	Need	36	DESSA 2	23-24 Post	05/03/2024
Chevalier, Nicoli	1st Grade	Need	39	DESSA 2	23-24 Post	05/03/2024
Comfort, Yasmin	3rd Grade	Need	40	DESSA 2	23-24 Post	05/03/2024
Coneley, Netti	4th Grade	Typical	44	DESSA 2	23-24 Post	05/03/2024

Click on a student's name to go to their individual student profile.

< 1 2 ... 5 >

10 ▼

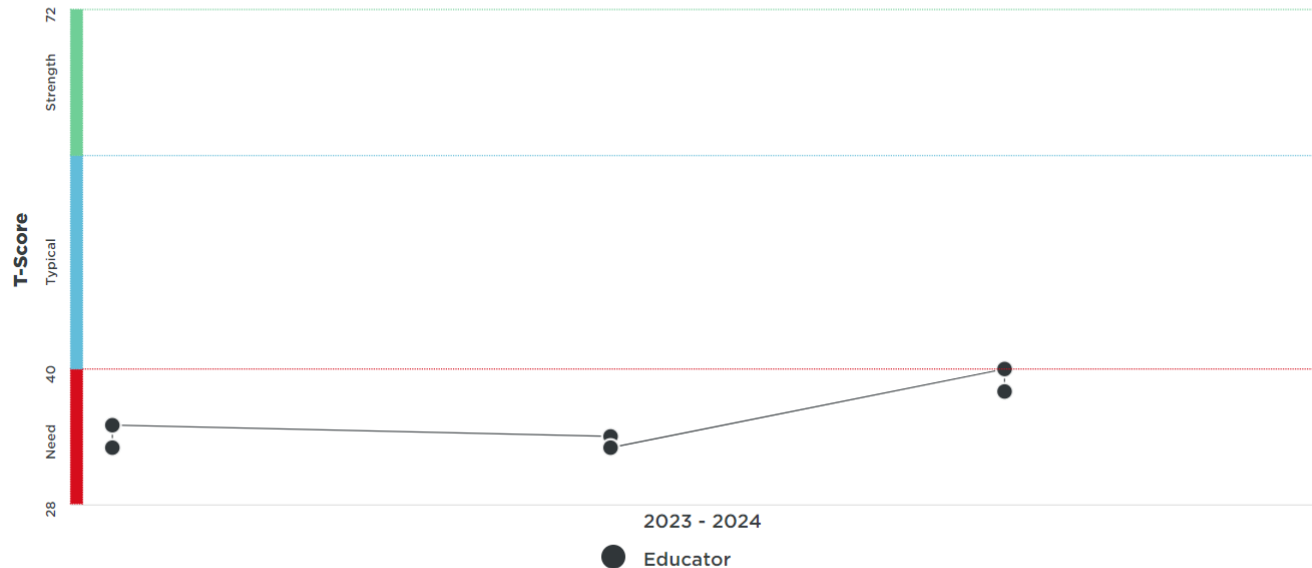
Accessing Student Data

< Back to My Students



Benny Brosetti

Sunnyview Elementary (DESSA 2) • 1st Grade • SID #393795150



<input type="checkbox"/>	05/03/2024	23-24 Post	Need	40	16th	DESSA 2 mini Form B	1st Grade	Ricky Reisenstein		
<input type="checkbox"/>	05/03/2024	23-24 Post	Need	38	12th	DESSA 2	1st Grade	Ricky Reisenstein		

1. View progress over time.
2. Scroll down to view general information about assessments on which the student previously has been rated.
3. Click on the report icon to review DESSA data from a specific rating.

Individual Student Report

[◀ Back to Student Profile](#)



Benny Brosetti

Sunnyview Elementary (DESSA 2) • 1st Grade • SID #393795150

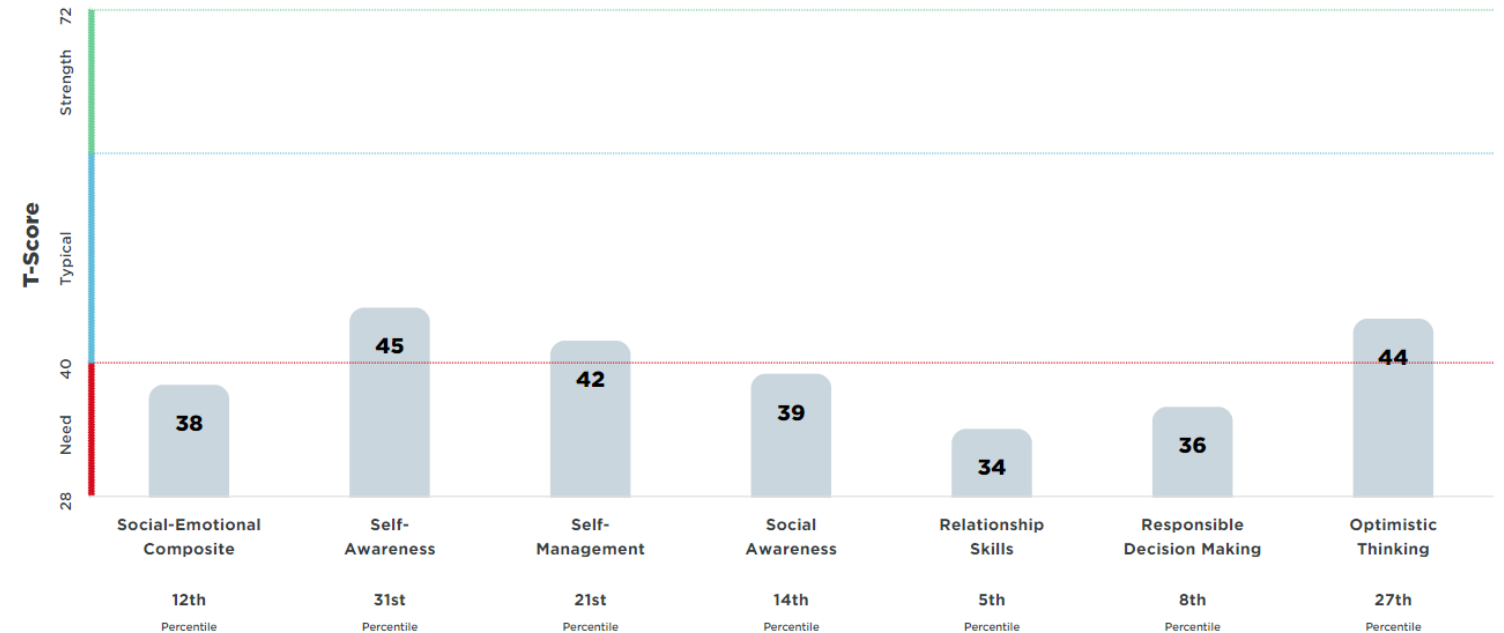
Devereux Student Strengths Assessment, Second Edition completed on **05/03/2024** by **Ricky Reisenstein**

Relative Strengths:

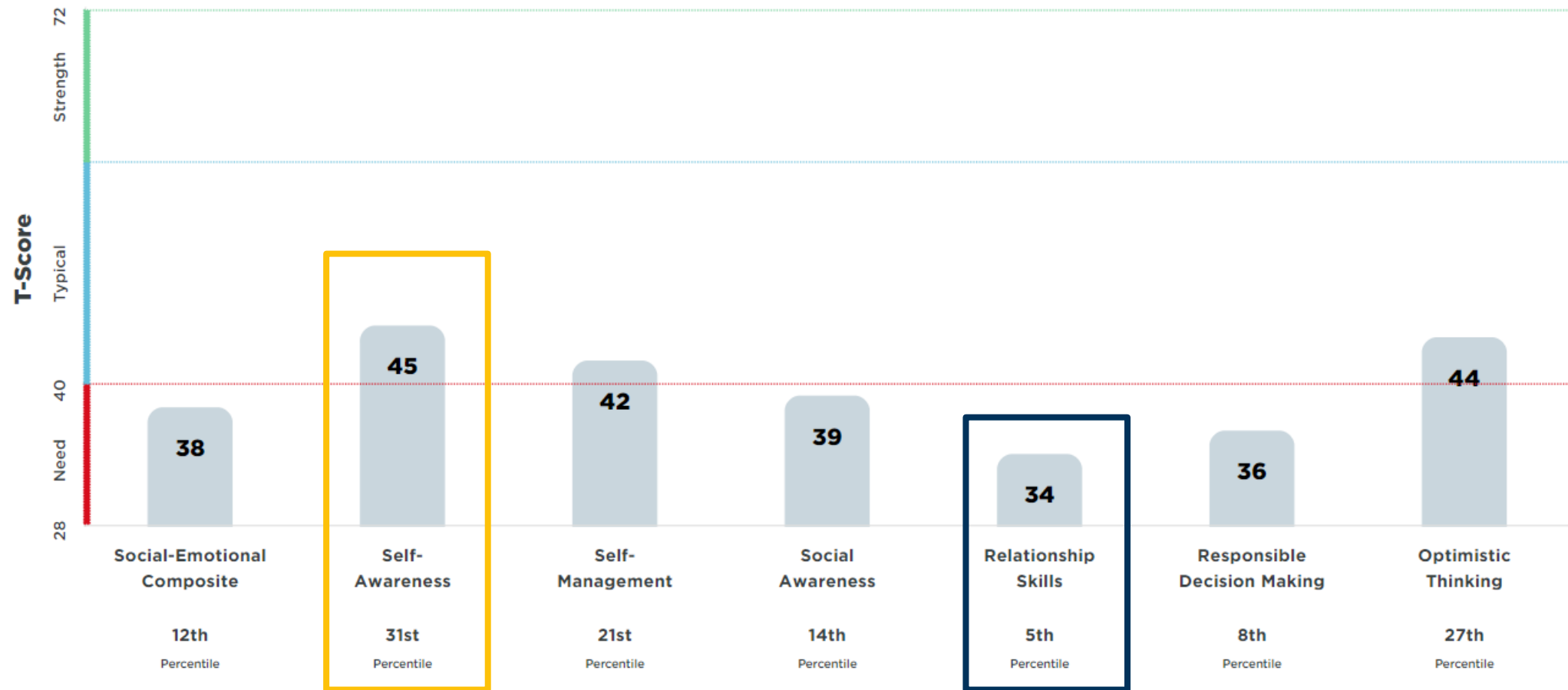
- Self-Awareness
- Self-Management
- Optimistic Thinking

Need for Instruction:

- Social Awareness
- Relationship Skills
- Responsible Decision Making



Individual Student Report



Present Level of Performance

Individual Item Analysis

Self-Awareness



Competency	Item	Response	Category
Self-Awareness	show an awareness of their personal strengths?	Often	Typical
Self-Awareness	ask questions when they did not understand something?	Sometimes	Typical
Self-Awareness	demonstrate a sense of who they are and what is important to them?	Sometimes	Typical
Self-Awareness	work to develop their personal strengths?	Sometimes	Typical
Self-Awareness	explain what caused their emotions?	Often	Typical
Self-Awareness	describe the emotion they were feeling?	Rarely	Need

Example: Student A has strong acquisition in Self-Awareness as they often show an awareness of their personal strengths and can often explain what caused their emotions. While Student A is self-aware, they require additional support to describe the emotion they were feeling.

Individualized Goal

Individual Item Analysis Self-Awareness ▼

Competency	Item	Response	Category
Self-Awareness	show an awareness of their personal strengths?	Often	Typical
Self-Awareness	ask questions when they did not understand something?	Sometimes	Typical
Self-Awareness	demonstrate a sense of who they are and what is important to them?	Sometimes	Typical
Self-Awareness	work to develop their personal strengths?	Sometimes	Typical
Self-Awareness	explain what caused their emotions?	Often	Typical
Self-Awareness	describe the emotion they were feeling?	Rarely	Need

Example: “By the end of the school year, the student will be able to identify emotions they were feeling, and apply strategies taught to describe those emotions 8 out of 10 observed instances.”

Individualized Goal

Individual Item Analysis Relationship Skills ▾

Competency	Item	Response	Category
Relationship Skills	get along well with different types of people?	Sometimes	Typical
Relationship Skills	interact positively with classmates?	Sometimes	Typical
Relationship Skills	encourage others?	Rarely	Need
Relationship Skills	listen to others?	Rarely	Need
Relationship Skills	stand up for a friend or classmate?	Rarely	Need
Relationship Skills	cooperate with others to solve a problem?	Rarely	Need
Relationship Skills	resolve conflicts positively?	Rarely	Need

Example: By the end of the school year, the student will be able to identify conflict triggers and apply strategies taught to resolve disputes in 8 out of 10 observed instances.

Group Share



What are some ways that you would support Student A in meeting a goal set for conflict resolution skills?



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THE DESSA

THE DESSA & THE IEP PROCESS

DATA-DRIVEN SKILL BUILDING

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Data-Driven Skill Building

The screenshot shows a dashboard interface with a navigation bar at the top. The navigation bar includes a logo on the left, followed by tabs for 'Dashboard', 'Ratings', 'Data and Insights', and 'Strategies'. The 'Strategies' tab is highlighted with a yellow circle. To the right of the navigation bar is a search bar with a magnifying glass icon and the text 'Search', a dropdown menu labeled 'Students', and three utility icons: a bell, a question mark, and a gear.

Below the navigation bar, the main content area is titled 'Universal Strategies'. It contains a single card with the text 'Foundational Practices to create a positive classroom' and a right-pointing chevron icon.

Below the 'Universal Strategies' section is a section titled 'DESSA-aligned Instructional Strategies'. This section contains six cards arranged in two columns. The cards are: 'Optimistic Thinking', 'Self-Management', 'Relationship Skills', 'Self-Awareness', 'Social Awareness', and 'Responsible Decision Making'. Each card has a right-pointing chevron icon. The 'Relationship Skills' card is highlighted with a yellow border.

Data-Driven Skill Building

Relationship Skills: Apologies and Forgiveness

- Students define what an apology is and learn when it is appropriate to apologize.
- Students also reflect on what forgiveness is and how it impacts relationships.
- At the end of the lesson, students make an apology.

APOLOGIES AND FORGIVENESS

Elementary School

Why this Works

APOLOGIES AND FORGIVENESS

Apologies require an awareness of wrongdoings, acknowledgment of hurt, and empathy! This awareness improves students' understanding and use of apologies and forgiveness to repair damage in relationships.²

Purpose

- Students explore what an apology is and consider when they can apologize.
- Students discuss what forgiveness is and how it impacts relationships.


Materials

- Making an Apology poster (included below)

DESSA Theme

Ability to use effective communication skills, to engage in collaborative problem solving, and to resolve conflicts constructively

In this strategy, students explore what an apology is and when it is necessary. Students also reflect on what forgiveness is and how it impacts relationships.

 Duration: 15-20 minutes.

Activity Overview

It can be difficult to know how or when to make an apology to someone or to accept an apology from others. In this activity, students explore when an apology might be necessary and understand what an apology can sound like. Students also consider what forgiveness means and discuss how forgiveness impacts the relationships we have with others.

Implementation Considerations



Consider implementing this strategy with the Responsible Decision Making strategy, *Caring for Others*.



Italicized text is recommended language to lead the conversation or activity with your students.

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DATA-DRIVEN SKILL BUILDING

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Optimistic Closure

How might a strength-based approach improve:

- Conversations about student support?
- Culture and climate?
- Engagement with families?

