

The DESSA-mini

Goleta Union School District

DAC Presentation 1.11.2024



CASEL: Collaborative for Academic, Social, and Emotional Learning.

- Provides research behind social and emotional learning.
- Research on both the short-term and long-term outcomes in the area of Social and Emotional competencies.
- Identified 5 key Social and Emotional competencies and related contingencies



The DESSA Aperture system

- Uses CASEL framework and adds three additional areas
- A two-part online system that consists of the DESSA-Mini (universally done for all students) and the DESSA.
- Both the DESSA-mini and the DESSA are strength-based measures used to assess social/emotional, cognitive, interpersonal and intrapersonal competencies in grades K-8.



Optimistic Thinking, Goal Directed Behavior, Personal Responsibility

Self-Awareness	A child's realistic understanding of his/her strengths and limitations and consistent desire for self-improvement.
Self-Management	A child's success in controlling his or her emotions and behaviors, to complete a task or succeed in a new or challenging situation.
Goal-Directed Behavior	A child's initiation of, and persistence in completing, tasks of varying difficulty.
Social-Awareness	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.
Relationship Skills	A child's consistent performance of socially acceptable actions that promote and maintain positive connections with others.
Personal Responsibility	A child's tendency to be careful and reliable in her/his actions and in contributing to group efforts.
Decision Making	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.
Optimistic Thinking	A child's attitude of confidence, hopefulness, and positive thinking regarding herself/himself and her/his life situations in the past, present, and future.

What is the DESSA-SS mini?

- Strengths-based SEL data collection
- Used to screen all students a minimum of 3 times per year .
- 8 questions - Rated on 5-point likert-type scale.
- Takes roughly 1-minute per student.
- Scores (T-scores) indicate if the area is a:
 - **Strength** (60+, 16%),
 - **Typical** (41-59, 68%) or
 - **Need for instruction** (≤ 40 , 16%).
- Aligned with Second Step Curriculum

Devereux Student Strengths Assessment-mini (DESSA-mini)

Jack A. Naglieri, Paul A. LeBuffe, and Valerie B. Shapiro

Child's Name _____ Gender _____ DOB _____ Grade _____

Person Completing this Form _____ Relationship to Child _____

Date of Rating _____ School/Organization _____ Classroom/Program _____

This form describes a number of behaviors seen in some children. Read the statements that follow the phrase: *During the past 4 weeks, how often did the child...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

Never <input type="checkbox"/>	Rarely <input checked="" type="checkbox"/>	Occasionally <input type="checkbox"/>	Frequently <input type="checkbox"/>	Very Frequently <input type="checkbox"/>
X	✓	2	3	4

Item # *During the past 4 weeks, how often did the child...*

Item #	<i>During the past 4 weeks, how often did the child...</i>	Never	Rarely	Occasionally	Frequently	Very Frequently	Score
1.	follow the example of a positive role model?	0	1	2	3	4	_____
2.	keep trying when unsuccessful?	0	1	2	3	4	_____
3.	take an active role in learning?	0	1	2	3	4	_____
4.	attract positive attention from peers?	0	1	2	3	4	_____
5.	respect another person's opinion?	0	1	2	3	4	_____
6.	attract positive attention from adults?	0	1	2	3	4	_____
7.	work hard on projects?	0	1	2	3	4	_____
8.	offer to help somebody?	0	1	2	3	4	_____

Raw Score Sum _____

8 DESSA scales (competencies)

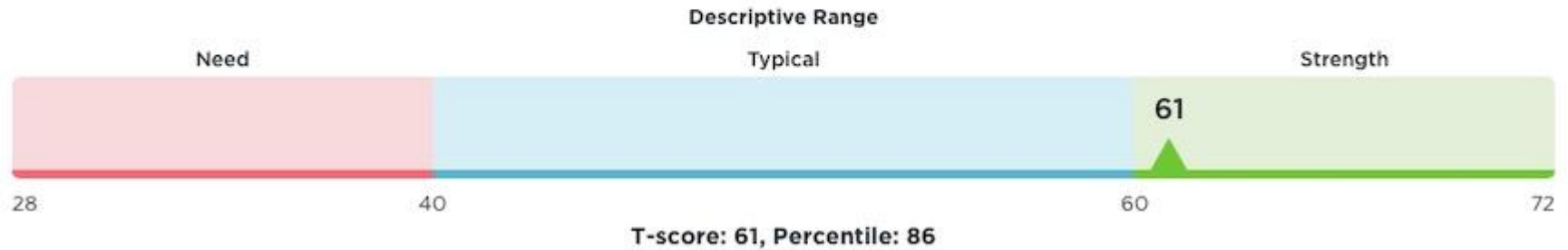
1. Self-Awareness - A child's realistic understanding of his/her strengths and limitations & consistent desire for self-improvement.
 2. Social-Awareness - A child's capacity to interact with others in a way that shows respect for their ideas & behaviors, recognizes her/his impact on them, and uses cooperation & tolerance in social situations.
 3. Self-Management - A child's success in controlling his or her emotions and behaviors, to complete a task or succeed in a new or challenging situation.
 4. Goal-Directed Behavior - A child's initiation of, and persistence in completing, tasks of varying difficulty.
-

8 DESSA scales (Competencies) -continued

5. Relationship Skills - A child's consistent performance of socially acceptable actions that promote & maintain positive connections with others.
 6. Personal Responsibility - A child's tendency to be careful & reliable in her/his actions & in contributing to group efforts.
 7. Decision Making - A child's approach to problem solving that involves learning from others & from her/his own previous experiences, using her/his values to guide her/his action, & accepting responsibility for her/his decisions.
 8. Optimistic Thinking - A child's attitude of confidence, hopefulness, & positive thinking regarding herself/himself & her/his life situations in the past, present, & future.
-

Sample Individual Student Report

DESSA Mini Form 1 completed on 09/29/2022 by Deirdre Li



Parent Communication

GOLETA UNION SCHOOL DISTRICT

Pupil Services Department

401 North Fairview Avenue • Goleta, California 93117-1732 • Phone 805-681-1200 x2220 • Fax 805-964-8014

December 2023

Dear Parent/Guardian,

Goleta Union School District (GUSD) recognizes that Social Emotional Learning is an important area of development for elementary school aged children. The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a national organization that examines hundreds of studies that link social-emotional learning (SEL) to academic achievement as well. These studies have consistently shown that SEL bolsters student academic achievement.

GUSD uses a universal SEL assessment to identify which social and emotional skills your child has already learned and what skills might still need to be developed. The *Devereux Student Strengths Assessment-mini* (DESSA-mini) is a questionnaire completed by your child's classroom teacher to screen all students a minimum of 3 times per year.

The 8 competencies screened through DESSA-mini:

1. **Self-Awareness** - A child's realistic understanding of their strengths and limitations & consistent desire for self-improvement.
2. **Social-Awareness** - A child's capacity to interact with others in a way that shows respect for their ideas & behaviors, recognizes their impact on them, and uses cooperation & tolerance in social situations.
3. **Self-Management** - A child's success in controlling their emotions and behaviors, to complete a task or succeed in a new or challenging situation.
4. **Goal-Directed Behavior** - A child's initiation of, and persistence in completing, tasks of varying difficulty.
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8. **Optimistic Thinking** - A child's attitude of confidence, hopefulness, & positive thinking regarding themselves & their life situations in the past, present, & future.

As always, no one assessment is a complete picture of performance in isolation which is why the DESSA-mini is just one tool we use to assess SEL with our students. Attached you will find a description of the DESSA-mini scores for your child and what next steps there will be for them based on the results.

If you have any questions, please feel free to contact your child's classroom teacher or school site principal.

Sincerely,



Abby Vasquez
Director of Pupil Services

v12/2023 av

GOLETA UNION SCHOOL DISTRICT

Pupil Services Department

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Date:

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GUSD uses a universal SEL assessment; the *Devereux Student Strengths Assessment-mini* (DESSA-mini) is a questionnaire completed by your child's classroom teacher to identify which social and emotional skills your child has already learned and what skills might still need to be developed. As always, no one assessment is a complete picture of performance in isolation. Below is a description of the DESSA-mini scores and what next steps there will be for your child based on the results.

DESSA-mini Scores Rubric

Social-Emotional Total Score	Descriptor	Definition
60 and above	Strength (S)	The term strength indicates that your child has a well-developed set of social-emotional skills.
41-59	Typical (T)	The term typical indicates that your child is showing expected social-emotional skills. About 2/3 of children receive a typical rating.
40 and below	Need for Instruction (N)	The term "need for instruction" was thoughtfully chosen to convey that a child needs support and instruction. That is, it reflects that the student has not YET acquired some social-emotional learning skills according to this one instrument. A plan will be developed to support your child's specific areas of need for instruction with your input.

Child's Last Name	Child's First Name	Rating Period	Social-Emotional Total	Descriptor

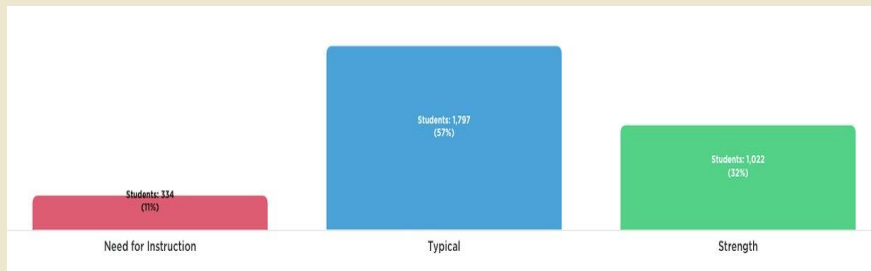
If you have any questions, please feel free to contact your child's classroom teacher or myself.

Sincerely,

Principal

v10/2023 av

DESSA-mini - Pre and Post screenings District-wide



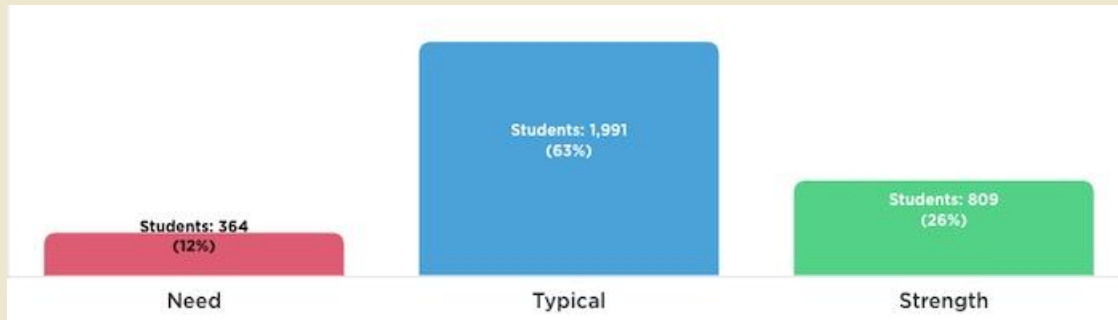
Fall 2022

11% Needs Instruction, 57% Typical, 32% Strength



Spring 2023

10% Needs Instruction, 56% Typical 34% Strength

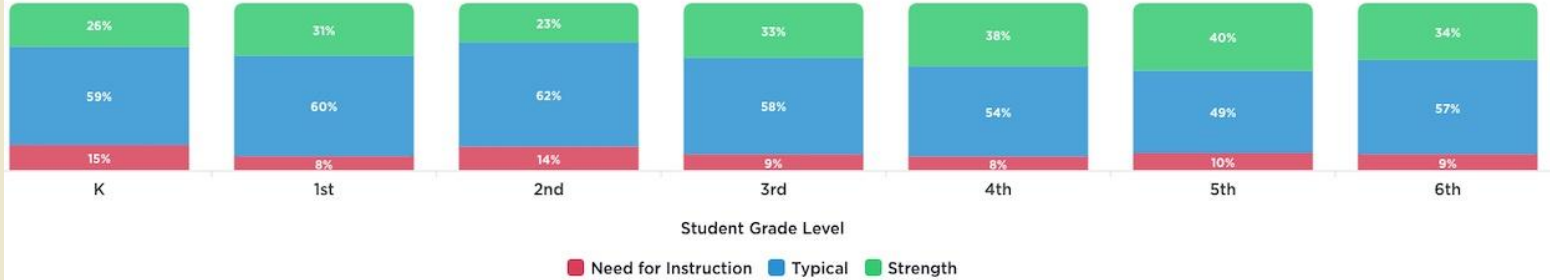


Fall 2023

12% Needs Instruction, 63% Typical 26% Strength

DESSA-mini Pre and Post screenings by Grade Level

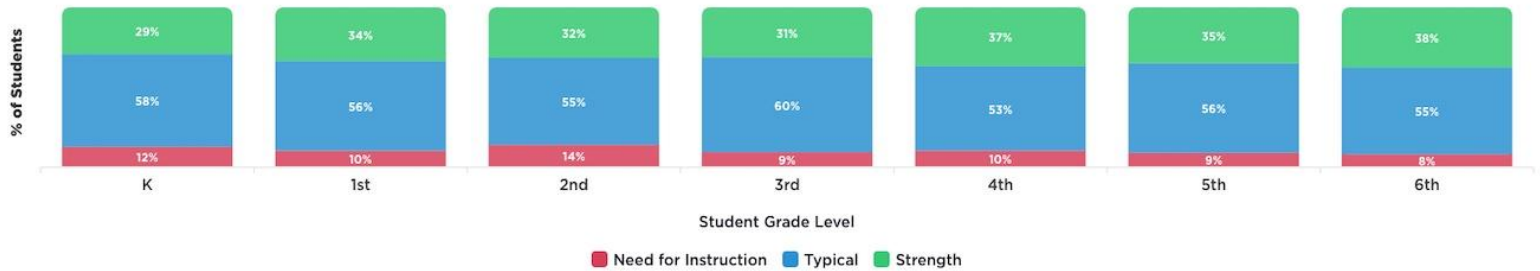
Fall 2022



Grade Level Comparison 2022-2023 Post

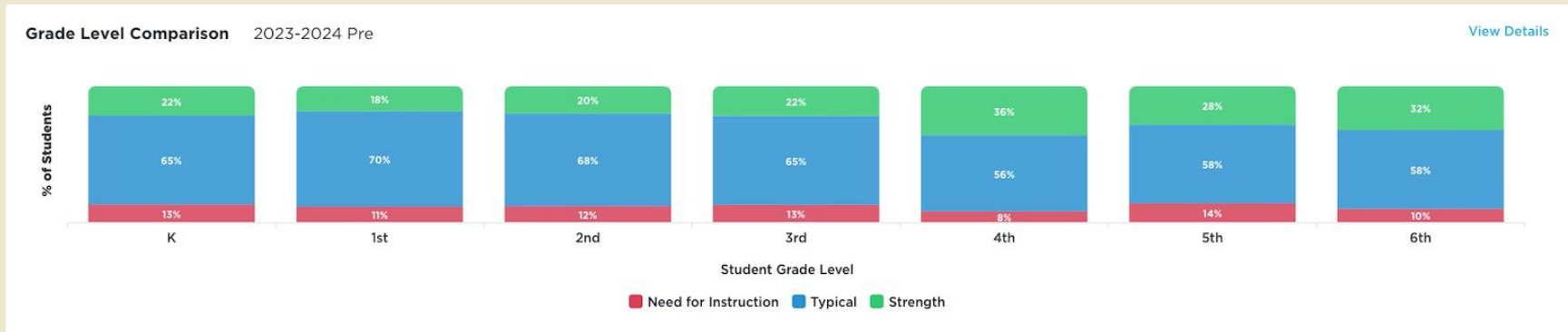
Spring 2023

[View Details](#)



DESSA-mini Pre and Post screenings by Grade Level

Fall 2023



Next Steps

Calibration

Tier 2 Supports

Tier 3 Supports

Teacher PLC time dedicated to calibrate at grade levels.

Indicated 2nd Step Lessons

MTSS/SST and use of the “full” DESSA

School-wide calibration discussions at staff meetings.

Determine flags for MTSS/SST meeting follow up

Individual specific short-term, goal-based, interventions

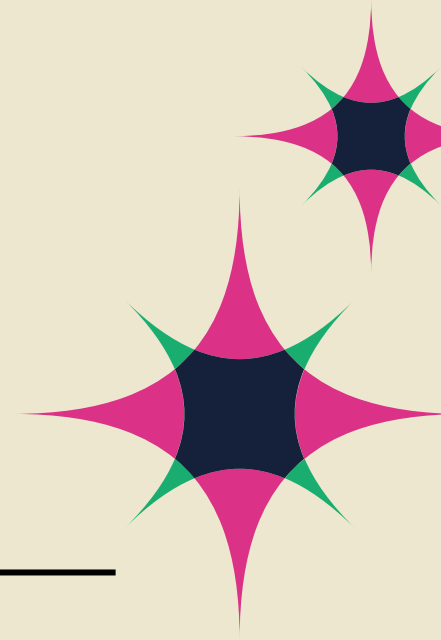
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Thanks!

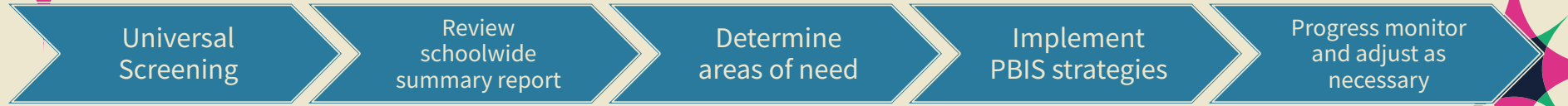
Do you have any questions?

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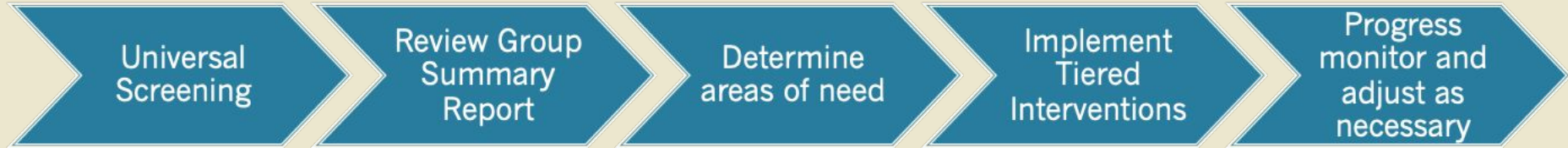
Please keep this slide for attribution



Schoolwide Path



Classroom Path



Universal
Screening

Review Group
Summary
Report

Determine
areas of need

Implement
Tiered
Interventions

Progress
monitor and
adjust as
necessary

2nd Step - Lesson Resources

Growth Strategies -

Website allows teachers to select a topic to explore ADDITIONAL lessons

Foundational Practices Everyday practices that create a positive learning environment 29 Resources

Self-Awareness 53 Resources

Self-Management 57 Resources

Social Awareness 44 Resources

Relationship Skills 51 Resources

Goal-Directed Behavior 36 Resources

Personal Responsibility 38 Resources

Decision Making 39 Resources

Optimistic Thinking 33 Resources

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ADDITIONAL INFO - (Hide Slides)

Individual Student Path

