Setting Goals with DESSA* with Check in, Check out

Each of the eight DESSA skills are listed along with many of the DESSA behaviors. For each behavior, there is an example of an initial act or goal to set and subsequent supporting and developing iterations developing that behavior. This tool can be used in conjunction with DESSA data to see examples of goals to potentially set in different skills areas or behaviors where students might show need for instruction. This resource is a tool to help ACMs (not students) organize and brainstorm goals and acts. Let this matrix be a jumping off point for you to think about how to focus and deepen your students' SEL skill building through 50 Acts or Check in, Check out.

Skill Area	Student Behavior	Basic	Intermediate	Advanced
Personal Responsibility	prepare for school, activities, or upcoming events	come to class with the necessary book, paper, pencils, etc.	come to each class of the day with the necessary book, paper, pencils, etc.	come to school with the necessary book, paper, pencils, etc. for all classes all week
	do routine tasks or chores without being reminded	come to a certain class on time for each session of the week	come to school on time for one week	come to school and every class on time for one week
	show care when doing a project or school work	use all allotted class work time for the project (not distractions, etc.)	complete part of a project away from school time	volunteer to present completed project or school work to larger class
Optimistic Thinking	speak about positive things	share about things they enjoy with others	share about upcoming events they are excited for (school dance, basketball game, etc.)	make an announcement about upcoming events to the class/school
	set high expectations for themself	set a goal in 50 Acts on their own	initiate their own goals in 50 Acts all week	initiate their own goals in 50 Acts and meet them all goals for the week
	say good things about the future	share something they are looking forward to	share with an ACM something they are looking forward to at each meeting this week	share something they are looking forward to in the long term with another trusted adult
Goal-Directed Behavior	keep trying when unsuccessful	remain calm if not called on when raising their hand in class	continue participating if not called on when raising their hand	remain calm and continue participating if they answer a question incorrectly in class
	take an active role in learning	share an answer with the class from completed homework or class work	participate in a class discussion	refer to a text during a class discussion
	work hard on projects	volunteer for a role in group work or on a group project	complete part of a project away from school time	complete and turn in a project assignment on time
Social Awareness	respect another person's opinion	show active listening when someone else is sharing in class	use "I" statements when responding to someone else's opinion	respectfully participate in a snap/mock debate
	get along with different types of people	say "hi" to someone new	sit with someone different at lunch	invite someone different into a group (in class, at recess, etc.)
	resolve a disagreement	when a disagreement arises, use "I" statements to express themself	when receiving an apology after a disagreement, thank the other person for apologizing	find someone they have forgiven from a previous disagreement and let them know they've been forgiven

Basic: examples of a student's initial attempt at displaying the corresponding behavior

Intermediate: examples of a student working to enhance this skill area through these behaviors

Advanced: examples of a student who has practiced this behavior and skill and has shown growth and progress in this area

*based on CASEL's core competencies

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Skill Area	Student Behavior	Basic	Intermediate	Advanced
Decision Making	accept responsibility for what they did	identify Acts of Greatness or Leadership to record on their own	come to 50 Acts ready to track their own Act at the start of the lesson	track their own Acts for 50 Acts all week
Decision Making	show good judgment	choose to move on after saying "hi" in the hallway in order to get to class	say "hi" in the hallways and get to class on time for every passing period	say "hi" in the hallways and get to class on time for every passing period three days in a row
Decision Making	follow the advice of a trusted adult	come to an ACM or teacher to ask advice about a decision	make a choice using advice from an ACM or teacher	share the outcome of their choice with an ACM or teacher who gave them advice
Relationship Skills	make a suggestion or request in a polite way	ask for help politely	ask for help politely, even when frustrated	make use of existing resources, then ask for help politely
Relationship Skills	offer to help somebody	offer to help a friend	offer to help a classmate, whom they haven't worked with before	offer to help three different people in one day
Relationship Skills	compliment or congratulate someone	give someone a compliment	send someone a "thank you" card	thank someone publicly
Self-Awareness	show an awareness of personal strengths	speak up in class when they know the answer	explain "the why" in an answer to the class	offer to lead an activity in class in their area of strength
Self-Awareness	ask clarifying questions about something they did not understand	articulate to an ACM something they didn't understand	engage in follow up questions with an ACM or teacher for more information on what they didn't understand	ask questions in class for more information to address what they didn't understand
Self-Awareness	ask somebody for feedback	ask a friend for feedback on a completed assignment	ask an ACM for feedback on an assignment they are working on	ask a teacher for feedback on an assignment they are working on
Self-Management	pay attention	use SLANT in class	use SLANT in class without being asked to	show active listening in each class of the day
Self-Management	focus on a task despite a problem or distraction	use a tool like deep breathing to refocus themselves	keep working on an assignment even if others in the class aren't	remove themself from a distraction to keep working
Self-Management	perform the steps of a task in order	follow directions to complete an assignment in class	complete an assignment at home that requires multiple steps of instructions	follow all instructions without the need for repeating any directions

Basic: examples of a student's initial attempt at displaying the corresponding behavior

Intermediate: examples of a student working to enhance this skill area through these behaviors

Advanced: examples of a student who has practiced this behavior and skill and has shown growth and progress in this area

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