



Devereux Student Strengths Assessment (DESSA)

Single Rating Report

Child's Name:	Paulino, Ariel	Program:	Sabrina Lasher	Rater Name:	Patty Paulino
Gender:	Female	Site:	Lakeshore Elementary	Relationship to Child:	Grandparent
Birth Date:	1/7/2008	Group:	Langdon K	Date Of Rating:	6/6/2014
Age at Rating:	6 Yrs 5 Mos	Rating Period:	4th		

Score Summary Table

	Personal Responsibility (PR)	Optimistic Thinking (OT)	Goal-Directed Behavior (GB)	Social Awareness (SO)	Decision Making (DM)	Relationship Skills (RS)	Self-Awareness (SA)	Self-Management (SM)	Social-Emotional Composite (SEC)
Raw Score	24	17	23	18	17	23	17	25	320
T-Score	43	41	41	35	37	38	43	42	39
Percentile	24	18	18	7	10	12	24	21	14
Description	Typical	Typical	Typical	Need	Need	Need	Typical	Typical	Need

Interpreting Scores

Raw Scores The raw score for each DESSA scale provides little information about the overall level of the child's performance. Because the number of items comprising the various scales differs, raw scores cannot be directly compared.

T-Scores Each DESSA T-score is a standard score set to have a mean of 50 and standard deviation of 10. Like the percentile scores, T-scores are based on the ratings received by the children in the standardization sample. In contrast to percentile scores, however, DESSA T-scores have the same meaning throughout their range. T-scores should always be used when reporting the DESSA results and when comparing scores earned on the various scales.

Percentile Scores DESSA raw scores are converted to percentile scores using the appropriate norms tables. Percentile scores compare the child's behavior to that of other children who have been rated using the Devereux Student Strengths Assessments. The percentile score indicates the percentage of children in the standardization sample who earned the same or lower raw score.

Scale Description High scores (T-scores of 60 and above) are referred to as strengths. This range of scores is indicated by gray shading on the Individual Student Profile. T-scores that fall between 41 and 59 inclusive are described as typical. Low scores (T-scores of 40 and below) are described as a need for instruction. This range of scores is indicated by red shading on the Individual Student Profile. Children with scores in this range can be considered at risk for exhibiting or developing social-emotional problems. On each scale, approximately 16% of the children in the standardization sample received scores in the need for instruction range. It is recommended that a plan be developed and implemented to assist the child in developing these important skills.

Devereux Student Strengths Assessment (DESSA)

Child: Paulino, Ariel	Group: Langdon K	Rater: Patty Paulino	Rating Date: 6/6/2014
------------------------------	-------------------------	-----------------------------	------------------------------

Individual Child Profile

T-Scores	PR	OT	GB	SO	DM	RS	SA	SM	SEC	Percentiles
72	40	28	40	36	32	40	28	44	558-576	99
71	39			35				43	554-557	98
70				34				42	548-553	98
69	38		39		31			41	538-547	97
68		27		33			27	40	529-537	96
67	37		38		30	39		39	523-528	96
66									516-522	95
65	36		37	32			26	38	508-515	93
64		26							500-507	92
63	35		36		29	38		37	492-499	90
62				31			25		484-491	88
61	34		35		28	37		36	474-483	86
60		25		30				35	467-473	84
59	33		34			36	24		459-466	82
58					27			34	452-458	79
57	32	24	33	29		35	23	33	443-451	76
56					26	34			435-442	73
55	31		32	28			22	32	428-434	69
54		23			25	33			422-427	66
53	30		31	27				31	415-421	62
52		22	30		24	32	21		408-414	58
51	29			26		31		30	402-407	54
50	28		29			30	20		392-401	50
49		21	28	25	23			29	386-391	46
48	27					29	19		381-385	42
47		20	27	24	22			28	375-380	38
46	26		26			28			370-374	34
45		19		23	21		18	27	364-369	31
44	25		25			27		26	357-363	27
43	24	18	24	22		26	17		349-356	24
42					20			25	341-348	21
41	23	17	23	21		25	16	24	337-340	18
40	22		22		19	24			327-336	16
39		16		20	18		15	23	319-326	14
38	21		21			23		22	313-318	12
37	20	15	20	19	17		14	21	308-312	10
36	19		19			22			299-307	8
35		14	18	18	16	21	13	20	292-298	7
34	18		17					19	288-291	5
33	17	13		17	15	20	12		282-287	4
32			16			19	11	18	276-281	4
31	16	12	15	16	14	18			272-275	3
30	15	11		15		17	10	17	265-271	2
29	14		14	14	13	16	9	16	260-264	2
28	0-13	0-10	0-13	0-13	0-12	0-15	0-8	0-15	0-259	1

Devereux Student Strengths Assessment (DESSA)

Child: Paulino, Ariel	Group: Langdon K	Rater: Patty Paulino	Rating Date: 6/6/2014
------------------------------	-------------------------	-----------------------------	------------------------------

Item ratings by Scale

Personal Responsibility

1	remember important information?	3-Typical
4	handle his/her belongings with care?	2-Need
6	serve an important role at home or school?	2-Need
20	encourage positive behavior in others?	3-Typical
21	prepare for school, activities, or upcoming events?	2-Need
23	do routine tasks or chores without being reminded?	3-Strength
24	act as a leader in a peer group?	2-Typical
28	get things done in a timely fashion?	2-Need
32	show care when doing a project or school work?	2-Need
35	follow rules?	3-Typical

Optimistic Thinking

2	carry herself/himself with confidence?	2-Need
5	say good things about herself/himself?	2-Need
7	speak about positive things?	2-Need
10	look forward to classes or activities at school?	3-Typical
16	say good things about his/her classmates?	3-Typical
30	say good things about the future?	3-Typical
36	express high expectations for himself/herself?	2-Need

Goal-Directed Behavior

3	keep trying when unsuccessful?	2-Need
9	take steps to achieve goals?	2-Need
12	try to do her/his best?	3-Typical
13	seek out additional knowledge or information?	2-Need
14	take an active role in learning?	2-Need
15	do things independently?	2-Need
18	ask to take on additional work or responsibilities?	3-Strength
26	show creativity in completing a task?	1-Need
29	seek out challenging tasks?	3-Strength
33	work hard on projects?	3-Typical

Social Awareness

8	cope well with insults and mean comments?	2-Typical
11	get along with different types of people?	2-Need
17	act respectfully in a game or competition?	3-Typical
19	respect another person's opinion?	3-Strength
22	contribute to group efforts?	2-Need
25	resolve a disagreement?	1-Need

27	share with others?	1-Need
31	cooperate with peers or siblings?	2-Need
34	forgive somebody who hurt or upset him/her?	2-Need

Decision Making

37	follow the example of a positive role model?	2-Need
39	accept responsibility for what she/he did?	3-Typical
42	show good judgment?	2-Need
52	seek advice?	2-Typical
65	learn from experience?	2-Need
66	follow the advice of a trusted adult?	2-Need
68	show the ability to decide between right and wrong?	2-Need
69	use available resources (people or objects) to solve a problem?	2-Need

Relationship Skills

38	compliment or congratulate somebody?	3-Typical
40	do something nice for somebody?	2-Need
45	show appreciation of others?	2-Need
47	greet a person in a polite way?	3-Typical
50	attract positive attention from peers?	2-Need
55	express concern for another person?	1-Need
61	attract positive attention from adults?	2-Need
64	make a suggestion or request in a polite way?	3-Typical
70	offer to help somebody?	2-Need
71	respond to another person's feelings?	3-Typical

Self-Awareness

41	make accurate statements about events in her/his life?	2-Need
49	teach another person to do something?	2-Need
57	ask questions to clarify what he/she did not understand?	3-Typical
58	show an awareness of her/his personal strengths?	3-Typical
59	ask somebody for feedback?	3-Strength
62	describe how he/she was feeling?	2-Need
63	give an opinion when asked?	2-Need

Self-Management

43	pay attention?	3-Typical
44	wait for her/his turn?	3-Typical
46	focus on a task despite a problem or distraction?	2-Typical
48	act comfortable in a new situation?	3-Strength
51	perform the steps of a task in order?	2-Need *
53	think before he/she acted?	2-Typical
54	pass up something he/she wanted, or do something he/she did not like, to get something better in the future?	2-Typical
56	accept another choice when his/her first choice was unavailable?	1-Need
60	stay calm when faced with a challenge?	2-Typical

67 adjust well to changes in plans?

3-Typical

72 adjust well when going from one setting to another?

2-Need

* The rater left this answer blank. The displayed value is automatically calculated.