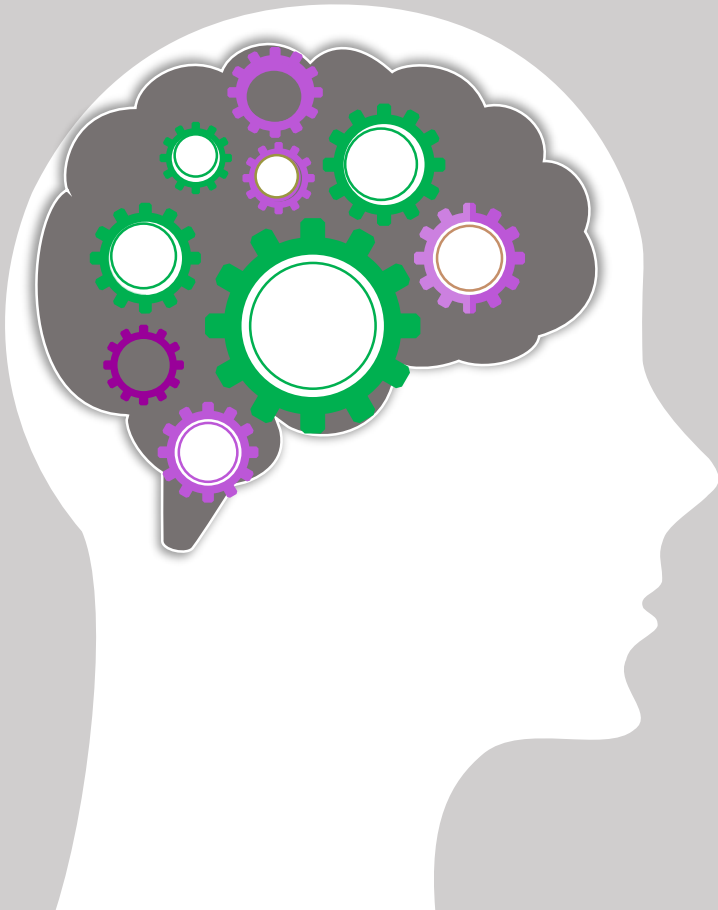# Whole-Child Education through Social-Emotional and Character Development

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January 17, 2020
American College of Education
CI6183 - Integrating Social Emotional Learning (SEL) in Instruction
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Whole-Child Education = Social-Emotional & Character Development

Social-Emotional Learning ⟷ **Character Education**

EMOTIONAL DOMAIN
- **Self-Awareness (1)**
- **Self-Management (2)**

(Casel, 2021)

- **Personal Growth (3)**

(Markulla Center for Applied Ethics, 2018)

Social-Emotional Learning
- Focuses on skills and attitudes
- Uses problem-solving techniques

(Elias, 2009)
- Encourages children to manage their emotions and interact in beneficial ways

(Jones & Doolittle, 2017)

SOCIAL DOMAIN
- **Relationship Skills (4)**
- **Social Awareness (5)**

(Casel, 2021)

CIVIC DOMAIN
- **Responsible Decision-Making (6)**

(Casel, 2021)

Character Education
- Focuses on values, morals, and ethics
- Promotes "Knowing good"
- Uses "Right-thinking"

(Elias et al, 1997)

MORAL DOMAIN
- **Moral Sensitivity (7)**
- **Moral Commitment (8)**
- **Ethical Reasoning (9)**
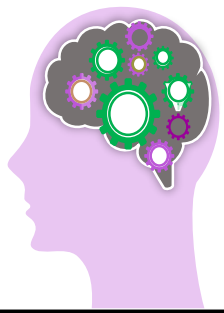
(Markulla Center for Applied Ethics, 2018)
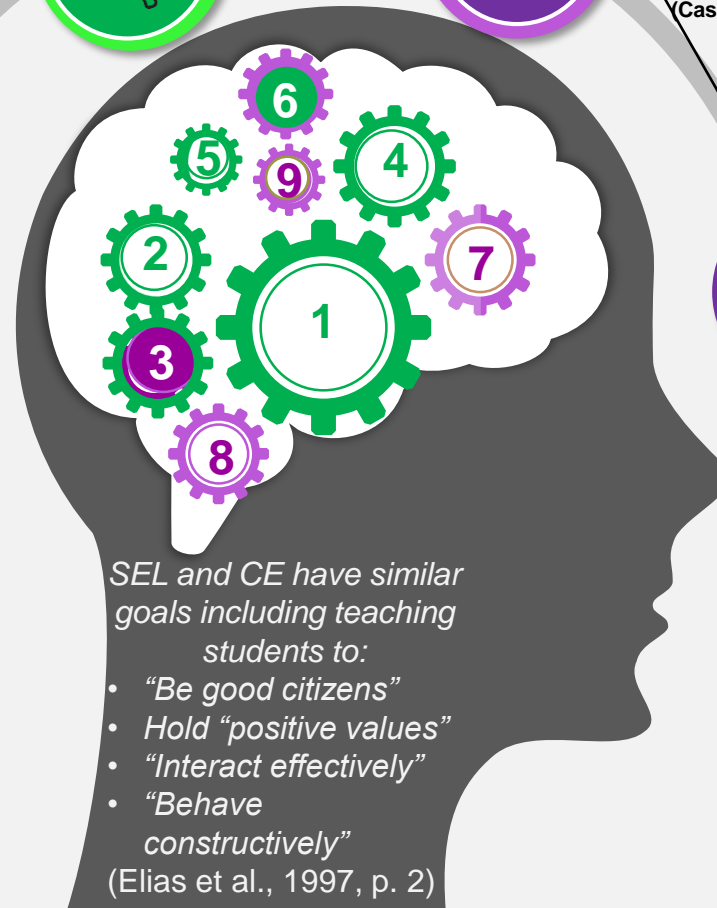
SEL and CE have similar goals including teaching students to:
- *"Be good citizens"*
- *Hold "positive values"*
- *"Interact effectively"*
- *"Behave constructively"*

(Elias et al., 1997, p. 2)

Important Contributors to Social-Emotional Learning (SEL), Character Education (CE), and/or Social-Emotional and Character Development

Contributor	Contribution	Future Application
James Comer (SEL)	• Was a pioneer in helping low-income and minority students succeed (Dunham, 2020). • Developed the Comer School Development Program in the late 1960's (Dunham, 2020) • By the early 1980's, students at two schools who piloted the program surpassed the national achievement average (Dunham, 2020). • His work contributed to the development of Casel (Casel, 2021)	• Stay the course. Implementation of initiatives intended for significant change may take quite some time to reach the desired result. This needs to be considered if the staff in a school decide to implement a new SEL, CE, or SECD program. Improvements may not be seen immediately. Many times, when improvements do not appear rapidly, programs are abandoned. However, they haven't been given appropriate time to take hold. This is true in my school. We rarely do anything the same way for more than a few years.
Lawrence Kohlberg (CE)	• Developed Theory of Moral Development whereby students pass through stages of moral development (McLeod, 2013) • In his program, students were told short stories with moral dilemmas. They then had to make decisions about how to proceed in the situation (Skinner, 2004)	• Creating scenarios can be an effective way to get students to think about what good character entails. Use real-life situations to make concepts understandable to students. This is transferrable to teaching any concept to students.
Thomas Lickona (CE)	• Known as "The Father of Modern Character Education" and author of *Education for Character* (Lickona, 1991) • Director of the Center for the Fourth and Fifth R's (Respect and Responsibility) at the State University of New York College at Cortland	• Research how the fourth and fifth R's (respect and responsibility) can influence the achievement of the first, second, and third R's (Reading, Writing, and Arithmetic). Implications from this would be beneficial to the staff in my school.

Important Contributors to Social-Emotional Learning (SEL), Character Education (CE), and/or Social-Emotional and Character Development

Contributor	Contribution	Future Application
Maurice Elias (SECD)	• Led research in SECD and authored multiple articles on SECD • Organized the SECD Lab which includes multiple resources for implementing SECD in schools (Rutgers SECD Lab, 2018)	• Research programs and initiatives within the SECD Lab to make recommendations for a SECD program to use at my school. Our students need Social-Emotional and Character Development. • Share the SECD Lab with other teachers to aid them in finding SECD activities to implement in their classrooms.
Casel: Collaborative for Academic, Social, and Emotional Learning (SEL)	• Promotes SEL in schools (Casel, 2021) • Aims to align the many school programs that deal with social or emotional topics (Casel, 2021) • Has recently created a focus program dealing with COVID-19 and how teachers and students can have a beneficial second semester in 2021 (Casel, 2021)	• Share the "SEL Roadmap: Actions for a Successful Second Semester" with school staff to promote success during the pandemic. • Research the resources provided, including those for the state, local, school, and classroom levels, to get a better understanding of the flow of SEL throughout different levels of schooling and implementation.
Character.org (CE)	• Developed 11 Principles to foster character development in schools (Character.org, 2021) • Wishes to expand ideas to incorporate families and youth sports (Character.org, 2021)	• Research ways that Character Ed or the 11 Principles, used to encourage character in schools, can be transferred to families and/or remote instruction during the pandemic. • Determine if there are overlaps with the 11 Principles and Positive Behavior Intervention and Supports as is used in my school.

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