

Educating For Character How Our Schools Can Teach Respect And Responsibility Thomas Lickona

The Nobel Prize winner explores the role of early childhood education in building personal character. In *Education of Character*, great twentieth-century philosopher Bertrand Russell goes beyond math or history and into the larger purposes of education. What do we want our children to be like as people? What kind of future community do we want to build? And what approaches are most likely to achieve the results we want? Taking the discoveries of modern psychology into account, Russell notes that habits of mind are formed earlier than we may realize and represent a crucial part of children's ability to cope successfully with challenges as they grow older. Beginning with the very first year of life and giving consideration to both home and classroom, Russell discusses such topics as fear, play, selfishness, sympathy, and truthfulness—offering parents and other caregivers a set of guiding principles that can help them develop virtue and good character in youngsters.

Character Education for first grade students covers eight character traits (citizenship, honesty, fairness, responsibility, cooperation, respect, tolerance, and perseverance) in one book. Activities include definition of the theme and real-life examples, reflections on the theme, analysis of situations in which students determine if good character was shown. 184 pages.

Teaching Character and Virtue in Schools addresses the contemporary issues of quantification and measurement in educational settings. The authors draw on the research of the Jubilee Centre at the University of Birmingham in order to investigate the concern that the conventional wisdom, sound judgement and professional discretion of teachers is being diminished and control mistakenly given over to administrators, policymakers and inspectors which in turn is negatively effecting pupils' character development. The book calls for subject competence to be complemented by practical wisdom and good character in teaching staff. It posits that the constituent virtues of good character can be learned and taught, that education is an intrinsically moral enterprise and that character education should be intentional, organised and reflective. The book draws on the Jubilee Centre's expertise in support of its claims and successfully integrates the fields of educational studies, psychology, sociology, philosophy and theology in its examination of contemporary educational practices and their wider effect on society as a whole. It offers sample lessons as well as a framework for character education in schools. The book encourages the view that character education is about helping students grasp what is ethically important and how to act for the right reasons so that they can become more autonomous and reflective individuals within the framework of a democratic society. Particularly interested readers will be educational leaders, teachers, those undertaking research in the field of education as well as policy analysts with a keen interest in developing the character and good sense of learners today.

Character Education for 21st Century Global Citizens contains the papers presented at the 2nd International Conference on Teacher Education and Professional Development (InCoTEPD 2017), Yogyakarta, Indonesia, 20—21 October 2017. The book covers 7 topics: 1) Values for 21st century global citizens 2) Preparing teachers for integrative values education 3) Teacher professional development for enhanced character education 4) Curriculum/syllabus/lesson plan/learning materials development for integrated values education 5) Developing learning activities/tasks/strategies for character education 6) Assessing student's character development (values acquisition assessment) 7) Creating/managing conducive school culture to character education.

A Christian Education in the Virtues examines the connection between human nature and human flourishing. It draws on ancient and medieval sources to explore the formation of the person based on a Christian anthropology, emphasising the communal nature of the virtuous life and provides a richer approach to the question of contemporary character education. The book argues that the only way to understand and construct our character virtues is to have a clear picture of what is the purpose and meaning of human life. It highlights the importance of engaging with moral issues and makes the case that, for Christian educators, human flourishing is inseparable from God's active relationship to human beings. The book also explores a teleological approach to character education goals. To educate the whole person in the light of an all-embracing Christian worldview is challenged by secular and liberal ideology and is often seen as irrational to the modern mind. Overall, the text seeks to demonstrate that many aspects of a Neo-Aristotelian-Thomist theoretical underpinning for Christian character education holds out a viable option for Christians. It therefore argues the case for the educational potential of Christian character education. This important book will be essential reading for academics, researchers and students in the fields of character and virtue education, religious education and the philosophy of education. The Open Access version of this book, available at www.taylorfrancis.com/books/oa-monograph/10.4324/9781003141877, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

Raising decent, caring, and responsible children is the most complex and challenging job in every parent's life—and an increasingly difficult one in today's society. Here is the most authoritative book available on this crucial subject, a valuable and sensitive guide for parents who want their children to grow up with lifelong positive values. Based on fascinating research, this groundbreaking work by psychologist and educator Dr. Thomas Lickona describes the predictable stages of moral development from birth to adulthood. And it offers you down-to-earth advice and guidance for each stage: • Seven caring ways to discipline "terrible twos" • Why your preschooler "lies" and how to handle it • What to do about a four-year-old's back talk • How to handle your seven-year-old's endless negotiations about what's "fair" • Why teens have trouble with peer pressure—and how to help them • How to talk to your child about drugs, drinking, and sex • How to help children of any age reason more clearly about what's right and wrong PLUS . . . A list of more than one hundred children's books that teach moral values, and much more. "An excellent book on a vastly neglected aspect of raising children."—Dr. Fitzhugh Dodson, author *How to Parent, How to Father* "We have been waiting for a book like this for a long time—a readable work that translates a moral development into parents' language and experience."—Dolores Curran, author of *Traits of a Healthy Family* "Truly integrates a moral development theory into a consistent approach to childrearing. . . Word-of-mouth recommendations from parent to parent may lift it to the level of popularity once held by Dr. Spock's book on child care."—Moral Education Forum

Teaching Character in the Primary Classroom provides an excellent and very accessible overview of the emerging field of character education. It covers, in detail, the theory of character education as well as advice and guidance about how this should be applied in practice in primary schools." Professor James Arthur, University of Birmingham *Character matters*. As more and more schools are choosing to teach Character Education, trainee and beginning teachers need to know more. What is Character Education? Can it really be 'taught'? How does children's learning benefit from discussions around character in the classroom? How do I teach it? What does good teaching of Character Education look like in the classroom? *Teaching Character Education in Primary schools* tackles these questions, and many more. This is a practical guide to why and how we can teach character in primary schools. It begins by exploring why character matters and considers what 'character' is and (importantly) what it is not. It goes on to discuss the place for teaching character in primary education and includes practical guidance on how it can be taught. The text also looks at character beyond the classroom, how parents and the wider community can be included in the teaching of character and how outdoor learning and education can contribute. This book is written for all those who are new to teaching character.

Moral Emotions and Human Interdependence in Character Education challenges contemporary mainstream approaches to character education predicated on individualism, 'essential virtues' and generic 'character skills'. This book synthesizes perspectives from phenomenology, psychology, cultural sociology and policy studies into a unique theoretical framework to reveal how ideas from positive

psychology, emotional intelligence and Aristotelian virtues have found their way into the classroom. The idealized, self-reliant, resilient, atomized individual at the core of current character education is rejected as one-dimensional. Instead this book argues for an alternative, more complex pedagogy of interdependence that promotes students' well-being by connecting them to the lives of others. This book is an essential read for academics, researchers, postgraduate students and school teachers interested in character education and social and emotional learning.

In this book Peter Smagorinsky and Joel Taxel analyze the ways in which the perennial issue of character education has been articulated in the United States, both historically and in the current character education movement that began in earnest in the 1990s. The goal is to uncover the ideological nature of different conceptions of character education. The authors show how the current discourses are a continuation of discourse streams through which character education and the national purpose have been debated for hundreds of years, most recently in what are known as the Culture Wars--the intense, often passionate debates about morality, culture, and values carried out by politicians, religious groups, social policy foundations, and a wide range of political commentators and citizens, in which the various stakeholders have sought influence over a wide range of social and economic issues, including education. The centerpiece is a discourse analysis of proposals funded by the United States Department of Education's Office of Educational Research and Improvement (OERI). Discourse profiles from sets of states that exhibit two distinct conceptions of character are examined and the documents from particular states are placed in dialogue with the OERI Request for Proposals. One profile reflects the dominant perspective promoted in the U.S., based on an authoritarian view in which young people are indoctrinated into the value system of presumably virtuous adults through didactic instruction. The other reflects the well-established yet currently marginal discourse emphasizing attention to the whole environment in which character is developed and enacted and in which reflection on morality, rather than didactic instruction in morality, is the primary instructional approach. By focusing on these two distinct regions and their conceptions of character, the authors situate the character education movement at the turn of the twenty-first century in the context of historical notions about the nature of character and regional conceptions regarding the nature of societal organization. This enlightening volume is relevant to scholars, practitioners, policymakers, and students across the field of education, particularly those involved in character education, moral development, discourse analysis, history and cultural foundations of education, and related fields, and to the wider public interested in character education.

There is widespread agreement that schools should contribute to the moral development and character formation of their students. In fact, 80% of US states currently have mandates regarding character education. However, the pervasiveness of the support for moral and character education masks a high degree of controversy surrounding its meaning and methods. The purpose of this handbook is to supplant the prevalent ideological rhetoric of the field with a comprehensive, research-oriented volume that both describes the extensive changes that have occurred over the last fifteen years and points forward to the future. Now in its second edition, this book includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings, and much more.

In PRIMED for Character Education, renowned character educator Marvin W Berkowitz boils down decades of research on evidence-based practices and thought-provoking field experience into a clear set of principles that leaders, administrators, and teacher-leaders can implement to help students thrive. The author's original six-component framework offers a comprehensive guide to shaping purposeful learning environments, healthy relationships, core values and virtues, role models, empowerment, and long-term development in any PreK-12 school or district. This engaging and heartfelt book features tips for practice, anecdotes from award-winning schools, and straightforward tenets from moral education, social-emotional learning, and positive psychology. This book provides a reconstruction of Aristotelian character education, shedding new light on what moral character really is, and how it can be highlighted, measured, nurtured and taught in current schooling. Arguing that many recent approaches to character education understand character in exclusively amoral, instrumentalist terms, Kristjánsson proposes a coherent, plausible and up-to-date concept, retaining the overall structure of Aristotelian character education. After discussing and debunking popular myths about Aristotelian character education, subsequent chapters focus on the practical ramifications and methodologies of character education. These include measuring virtue and morality, asking whether Aristotelian character education can salvage the effects of bad upbringing, and considering implications for teacher training and classroom practice. The book rejuvenates time-honoured principles of the development of virtues in young people, at a time when 'character' features prominently in educational agendas and parental concerns over school education systems. Offering an interdisciplinary perspective which draws from the disciplines of education, psychology, philosophy and sociology, this book will appeal to researchers, academics and students wanting a greater insight into character education.

Superheroes always tell the truth...or do they? When Molly puts on her clever crown and Ben ties on his courageous cape, this duo can accomplish anything. However, even superheroes must sometimes be reminded to be honest. Readers follow Molly and Ben through a daring adventure in honesty.

The Flash works hard to protect Central City, helping people in need. He is grateful for the awesome teamwork of the Justice League. His super speed makes him a super hero, but being kind and compassionate makes him a great friend. The Flash is caring in this DC Super Heroes picture book!

Calls for renewed moral education in America's schools, offering dozens of programs schools can adopt to teach students respect, responsibility, hard work, and other values that should not be left to parents to teach

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The Character Conundrum is a practical guide for developing confidence, independence and resilience in primary and secondary classrooms. Tackling the hotly-contested question of what role schools can play in developing 'character', the book untangles the big debates in this area and outlines how teachers can support their pupils to develop the skills and mindsets that will help them to thrive academically. Based on a combination of ground-level investigations and academic research, the book offers a simple, evidence-based approach that can be implemented at every level of school life. The key to this approach is being deliberate and consistent: knowing which mindsets, skills and habits you're trying to develop, and planning the details of your classroom culture, relationships, routines and instruction so that they align and combine to address your aims. When you do this, the author contends, seemingly minor changes to your practice can

have a major effect on pupils. The book contains a step-by-step guide to bringing this approach to life in your classroom, including a framework of pupil outcomes, a flowchart of teacher actions, classroom case studies and a wealth of tried-and-tested strategies from primary and secondary schools across the UK. A lack of confidence, independence and resilience is a major barrier to learning for many pupils and dilutes other efforts that schools make to support them. The Character Conundrum argues that teachers can help pupils develop these characteristics in any school context and illustrates how they can do so within and through their day to day teaching. Written with passion and clarity, it will be essential reading for primary and secondary teachers, as well as policy makers with an interest in 'character', grit and resilience, and any education professionals committed to giving students greater ownership of their learning and setting them up to succeed. What is character education? Why has it risen up the political agenda in the UK in recent years? And what does it mean in pedagogical practice? This book addresses these questions, challenging the individualistic and moralistic ideas underlying the clamour amongst politicians, educators and authors to promote 'grit', 'resilience' and 'character' in schools. Closely examining a range of teaching resources, the book shows that the development of character is wrongly presented as the solution to a wide variety of social problems, with individual citizens expected to accommodate themselves to the realities of the contemporary economic context, rather than enhancing their capacities to engage in civic and political activities to bring about changes they wish to see. The book argues that there is a tried and tested alternative to character education, which is far more likely to strengthen British democracy, namely, citizenship education. This one-of-a-kind, comprehensive history of moral education in American schools provides an invaluable historical context for contemporary debates. McClellan traces American traditions of moral education from the colonial era to the present, illuminating both debates about the subject and actual practices in public and private schools, colleges, and universities. He pays particular attention to changing fashions in pedagogy, to church-state conflicts, to the long decline of character training in the schools, and to recent efforts to restore moral education to its once-honored place. The book concludes with a thorough examination of recent theorists, including Lawrence Kohlberg, William J. Bennett, Carol Gilligan, and Nel Noddings, and an appraisal of current practice in American schools. "In an age of specialists who quite productively write books on relatively narrow subjects imbedded in short time periods, McClellan writes effortlessly about the grand themes and social practices in the history of moral education and character training over several centuries." —From the Foreword by William J. Reese "I would highly recommend this work to anyone interested in educational policy in general and moral education in particular. . . . There is nothing presently available that is comparable in scope, balance, intellectual coherence, and readability." —Ray Hiner, University of Kansas

Helps student examine the choices made by literary characters in the context of novels to explain moral growth and development.

The establishment of citizenship education as a compulsory subject has recently been accompanied by the government's policy of 'promoting education with character.' Schools are identified as having a crucial role to play in helping to shape and reinforce basic character traits that will ultimately lead to a better society. This radical new policy is explicitly linked to raising academic standards and to the needs of the emerging new economy. This book provides an introduction to character education within the British context by exploring its meanings, understandings, and rationale, through the perspective of a number of academic disciplines. The author examines character education from a philosophical, religious, psychological, political, social and economic perspective to offer a more detailed understanding of character education and what it can offer. He also considers how British schools can implement character education successfully and what lessons we can draw from the American experience. This book will be of interest to academics, researchers, policy makers and teachers with responsibility for citizenship education in their schools.

The unfortunate reputation of online courses today is one of little or no effort on the professor's part and little or no learning on the student's part. A missing element in online courses is the kind of mutual engagement between student and instructor that provides not only a higher level of learning but also lasting character formation within the student. Character Formation in Online Education stems from author Joanne Jung's years of experience teaching online courses with the aim of improving the teaching environment for professors and the learning environment for students. By replicating, customizing, and incorporating the best and most effective practices of what a great professor does in on-campus classes, reimagined for an online delivery system, Jung shows how a higher level of learning and transformation can be achieved through online learning communities. Handy and practical, this user-friendly book provides guidance, helpful tools, and effective suggestions for growing learning communities in online courses that are marked by character growth in students—the kind of growth that is central to the mission of Christian higher education.

This book about teaching virtues is based on a fundamental American Indian view that sees the universe as intimate relationships of living things that are vitally affected by attributes called universal virtues. These virtues cross all boundaries and cannot be "taught" in isolation. They are woven into all subjects that are worth learning. Part 1 provides psychological perspectives that underpin the book's approach. Part 2 shows how various pedagogical strategies can turn subject matter into significant relationships. Since teaching virtues is ultimately about relationships, a natural way to embed awareness of virtues unfolds when there is a consistent commitment to teaching virtues daily. Chapters introduce the lesson plan format and the conceptual model, explore the meanings of vital terminology, and discuss assessment strategies. Part 3 realizes the actual interconnections between virtues and content knowledge, with chapters that address social studies, language arts, science, physical education, mathematics, and the arts. These chapters show how the process works to truly integrate content and character education. Part 4 offers an opportunity for profound reflection on the issues and challenges surrounding effective character education. (Contains 75 references.) (TD)

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What could be the point of teaching such works of bygone cultural and literary inheritance as Cervantes' Don Quixote and

Shakespeare's *The Merchant of Venice* in schools today? This book argues that the narratives and stories of such works are of neglected significance and value for contemporary understanding of human moral association and character. However, in addition to offering detailed analysis of the moral educational potential of these and other texts, the present work reports on a pioneering project, recently pursued by the Jubilee Centre for Character and Virtues, concerned precisely with the use of these and other stories for moral and character education in schools. The success of the 'Knightly Virtues' project is an inspiring story in its own right and should therefore be of enormous interest to all schools, teachers and parents rightly concerned with this all-important aspect of their children's educational development.

The Formation of Character: From Aristotle to the 21st Century offers an introduction to the foundations, practices, policies and issues of character formation historically. Following a chronological order, it charts the idea of character formation in the Western tradition by critically examining its precursors, origins, development, meanings and uses. The book is based on the premise that current conditions and debates around character formation cannot be fully understood without knowledge of the historical background. It introduces many of the debates character formation has generated in order to offer different perspectives and possibilities and uses Aristotle as a lens to gain a better understanding of some of these positions, particularly the theoretical goals of character formation. Chapters explore character education from the classical period through the medieval, early modern, enlightenment and Victorian eras to 20th century influences, ending with a discussion of contemporary policies and themes relating to character education. This book will appeal to academics, researchers, and post-graduate students in the fields of character and virtue education as well as the history of education.

This book provides a fresh way of teaching children the importance of values and good character. It is a gold mine for educators and parents looking for material they can use in discussions regarding character traits they want to help young citizens develop. Grades K-5 (adaptable for higher grades)

The author introduces his Character Education program, designed to give parents and teachers the essential tools and strategies for raising responsible, conscientious, and compassionate children.

Award-winning psychologist and educator Thomas Lickona offers more than one hundred practical strategies that parents and schools have used to help kids build strong personal character as the foundation for a purposeful, productive, and fulfilling life. Succeeding in life takes character, and Lickona shows how irresponsible and destructive behavior can invariably be traced to the absence of good character and its ten essential qualities: wisdom, justice, fortitude, self-control, love, a positive attitude, hard work, integrity, gratitude, and humility. The culmination of a lifetime's work in character education from one of the preeminent psychologists of our time, this landmark book gives us the tools we need to raise respectful and responsible children, create safe and effective schools, and build the caring and decent society in which we all want to live.

The authors provide a unique perspective on what is needed to make character education an effective, lasting part of our educational agenda. Each chapter points out the directions that character education must take today and offers strategies essential for making progress in the field.

This book explores the growth of 'character education' in schools and youth organisations over the last decade. It delves into historical and contemporary debates through a geopolitical lens. With a renewed focus on values and virtues such as grit, gumption, perseverance, resilience, generosity, and neighbourliness, this book charts the re-imagining and re-fashioning of a 'character agenda' in England and examines its multiscalar geographies. It explores how these moral geographies of education for children and young people have developed over time. Drawing on original research and examples from schools, military and uniformed youth organisations, and the state-led National Citizen Service, the book critically examines the wider implications of the 'character agenda' across the UK and beyond. It does so by raising a series of questions about the interconnections between character, citizenship, and values and highlighting how these moral geographies reach far beyond the classroom or campsite. Offering critical insights on the roles of character, citizenship and values in modern education, this book will be of immense value to educationists, teachers and policymakers. It will appeal students and scholars of human geography, sociology, education studies, cultural studies and history.

Young people in America today face a crisis of character. Traditional role models continue to disappoint the public, falling short of expectations and fostering cynicism rather than idealism. As a result, many young people struggle to distinguish right from wrong and seem indifferent to whether it matters. It clearly becomes the task of parents and schools to re-engage the hearts and minds of our children in forming their own characters. In *Building Character in Schools*, Kevin Ryan and Karen Bohlin draw from nearly fifty years of combined field experience to offer a practical guide to character education -- designed to help children to know the good, love the good, and do the good. Ryan and Bohlin provide a blueprint for educators who wish to translate a personal commitment to character education into a schoolwide vision and effort. They outline the principles and strategies of effective character education and explain what schools must do to teach students the habits and dispositions that lead to responsible adulthood -- from developing curriculum that reinforces good character development to strengthening links with parents. A useful resource section includes sample lessons, program guidelines, and a parents' list of ways to promote character in their children. *Building Character in Schools* clearly defines the responsibilities of adults and students in modeling and nurturing character and sets forth practical guidelines for schools seeking to become communities of virtue where responsibility, hard work, honesty, and kindness are modeled, taught, expected, celebrated, and continually practiced.

This book offers an examination of the related topics of school prayer and character education in the United States, advocating for their return to public schools. • Includes excerpts from primary documents such as diaries, letters, speeches, and eyewitness accounts • Offers a chronology of the history of character education and prayer in the schools throughout American history, with some reference to world history • A helpful index offers access to the major topics examined in the book

"Drop the flashcards—grit, character, and curiosity matter even more than cognitive skills. A persuasive wake-up call."—People
Why do some children succeed while others fail? The story we usually tell about childhood and success is the one about intelligence: success comes to those who score highest on tests, from preschool admissions to SATs. But in *How Children Succeed*, Paul Tough argues that the qualities that matter more have to do with character: skills like perseverance, curiosity, optimism, and self-control. *How Children Succeed* introduces us to a new generation of researchers and educators, who, for the first time, are using the tools of science to peel back the mysteries of character. Through their stories—and the stories of the children they are trying to help—Tough reveals how this new knowledge can transform young people's lives. He uncovers the surprising ways in which parents do—and do not—prepare their children for adulthood. And he provides us with new insights into

how to improve the lives of children growing up in poverty. This provocative and profoundly hopeful book will not only inspire and engage readers, it will also change our understanding of childhood itself. "Illuminates the extremes of American childhood: for rich kids, a safety net drawn so tight it's a harness; for poor kids, almost nothing to break their fall."—New York Times "I learned so much reading this book and I came away full of hope about how we can make life better for all kinds of kids."—Slate

This is a print on demand book and is therefore non- returnable. The teaching of ethics and the transmission of values once performed an integrative function in the Christian college curriculum; however, they have gradually become relegated to a subspecialty status within the philosophy or religion department. Arguing that ethics is everybody's business, Arthur Holmes presents in this book a concise survey of moral education -- its goals and methods -- in the Christian college. Arising out of a three-year Christian College Consortium project, *Shaping Character* reflects the insights of a rich variety of experts, writers, and faculty members. Holmes first orients his readers to the present ethical climate, to theological dimensions and distinctive in ethics, and to moral development theory. He then poses three overall objectives of ethics education -- forming the conscience, making moral decisions, and developing character -- and fleshes out each objective with particular goals. Throughout the book Holmes makes suggestions about the role of faculty and staff, paying special attention to teaching methods and noting the context and dynamics of college life in general. The final chapter summarizes how the Bible functions in ethics. *Shaping Character* is meant for all Christian college teachers, professors, and administrators concerned about student values and the moral condition of our society. The book will serve as a valuable and practical guide for teaching ethics in every department.

Discusses the educator as a role model, the classroom as a moral community, and confronting the issues of drugs, alcohol, and sex.

Argues reading can develop positive values, and evaluates 300 books

The Death of Character is a broad historical, sociological, and cultural inquiry into the moral life and moral education of young Americans based upon a huge empirical study of the children themselves. The children's thoughts and concerns-expressed here in their own words-shed a whole new light on what we can expect from moral education. Targeting new theories of education and the prominence of psychology over moral instruction, Hunter analyzes the making of a new cultural narcissism.

Literature and Character Education in Universities presents the potential of literary and philosophical texts for character education in modern universities. The book engages with theoretical and practical aspects of character development in higher education, combining conceptual discussion of the role of literature in character education with applied case studies from university classrooms. Character education within the academic context of the university presents unique challenges and opportunities.

Literature and Character Education in Universities presents perspectives from academics in Europe, the USA and Asia, offering unique insights into the ways that engaged reading and discussion of core texts can promote the development of intellectual and moral virtues. Chapters draw on a wide range of texts from Confucius' *Analects* to J. D. Salinger's *The Catcher in the Rye*, focusing on themes such as truthfulness, self-knowledge, prudence, tolerance, friendship, and humility. *Literature and Character Education in Universities* will be of real use to researchers, academics and postgraduates in the fields of higher education, philosophy, and literature. It should be essential reading for university educators interested in character development and advocates of literary education in modern universities.

Nurturing Students' Character is an easy-to-use guide to incorporating social-emotional and character development (SECD) into your teaching practice. The links are clear—elementary and middle school students have better odds of academic success if you nurture their social and emotional skills. Drawing on broad field experience and the latest research, this book offers intuitive techniques for infusing your everyday teaching and classroom management with SECD opportunities. With topics ranging from self-regulation and problem solving to peer communication and empathy, these concrete strategies, practical worksheets, and self-reflective activities will help you foster a positive classroom culture.

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