

# Responsible Decision-Making Handout 9: Resources and References

This handout provides additional resources and research to support student responsible decision-making and social and emotional learning (SEL) broadly. Many of these resources were used to develop the content of this module. You may want to refer to this handout for resources as you create your action plan with Handout 8.

For more information about New Jersey Department of Education’s (NJDOE’s) SEL efforts, contact NJDOE Office of Student Support Services at [SchoolClimate@doe.nj.gov](mailto:SchoolClimate@doe.nj.gov).

## Resources Supporting Teaching Strategies to Support Student Responsible Decision-Making

ACT for Youth. (2018). [*Responsible decision making*](http://www.actforyouth.net/youth_development/professionals/sel/decision_making.cfm)*.* Retrieved from http://www.actforyouth.net/youth\_development/professionals/sel/decision\_making.cfm

CASEL. (2017). [*Examples of social and emotional learning in elementary mathematics instruction.*](http://www.casel.org/wp-content/uploads/2017/08/SEL-in-Elementary-Math-8-20-17.pdf) Retrieved from http://www.casel.org/wp-content/uploads/2017/08/SEL-in-Elementary-Math-8-20-17.pdf

CASEL. (2017). [*Examples of social and emotional learning in high school English language arts instruction.*](http://www.casel.org/wp-content/uploads/2017/08/SEL-in-High-School-ELA-8-20-17.pdf) Retrieved from http://www.casel.org/wp-content/uploads/2017/08/SEL-in-High-School-ELA-8-20-17.pdf

CASEL. (2017). [*Examples of social and emotional learning in middle school social studies instruction.*](http://www.casel.org/wp-content/uploads/2017/08/SEL-in-Middle-School-Social-Studies-8-20-17.pdf) Retrieved from http://www.casel.org/wp-content/uploads/2017/08/SEL-in-Middle-School-Social-Studies-8-20-17.pdf

Center on Great Teachers & Leaders, at American Institutes for Research. (2014). [*Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks.*](https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf) Retrieved from https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf

Landmark School. (2017). [*Responsible decision making (social emotional learning).*](https://www.landmarkoutreach.org/strategies/responsible-decision-making/) Retrieved from https://www.landmarkoutreach.org/strategies/responsible-decision-making/

Turnaround for Children. (2019). [*Building blocks for learning.*](https://www.turnaroundusa.org/what-we-do/tools/building-blocks/) Retrieved from https://www.turnaroundusa.org/what-we-do/tools/building-blocks/

## General Resources Supporting Social and Emotional Learning

[New Jersey’s Department of Education](https://www.state.nj.us/education/students/safety/sandp/sel/) provides a variety of SEL resources on their webpage. The most updated version of the state’s SEL Competencies and Sub-Competencies can be accessed here. Learning standards in [Math](https://www.state.nj.us/education/cccs/2016/math/standards.pdf) and [ELA](https://www.nj.gov/education/cccs/2016/ela/) can be referenced online as well.

The [Collaborative for Academic, Social, and Emotional Learning](http://www.casel.org) (https://casel.org) is a leader in SEL.

* Key resources are the [*CASEL Guides*](https://casel.org/guide/) (https://casel.org/guide/), which outline SEL programs with the most rigorous research base for preschool through high school.

[Edutopia](http://www.edutopia.org/social-emotional-learning) (https://www.edutopia.org/social-emotional-learning) provides an online learning hub for SEL research, videos, and classroom materials.

The [National Clearinghouse on Supportive School Discipline](http://supportiveschooldiscipline.org/learn/reference-guides/social-and-emotional-learning-sel) (https://supportiveschooldiscipline.org/learn/reference-guides/social-and-emotional-learning-sel) reviews SEL research, tools, and strategies, and examples of SEL in schools.

The [ASCD Whole Child](http://www.wholechildeducation.org/) initiative (http://www.wholechildeducation.org/) provides a variety of tools and resources to help educators learn about and implement SEL in school.

The [Aspen Institute National Commission on Social, Emotional, and Academic Development](https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-development/) (https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-development/) provides a variety of tools and resources to support SEL.

* A resource referenced is [*A sampling of the literature on social, emotional, and academic development*](https://assets.aspeninstitute.org/content/uploads/2017/01/SEAD-ReadingLists01.27.2017.pdf) (https://assets.aspeninstitute.org/content/uploads/2017/01/SEAD-ReadingLists01.27.2017.pdf)

## Research Regarding the Development of Student Responsible Decision-Making

Carter, E. W., Lane, K. L., Pierson, M. R., & Stang, K. K. (2008). Promoting self-determination for transition-age youth: Views of high school general and special educators. Exceptional Children, 75(1), 55–70.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1), 405–432.

Dusenbury, L., Calin, S., Domitrovich, C., Weissberg, Roger P. (2015) [*What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice? A Brief on Findings from CASEL’s Program Reviews.*](https://www.casel.org/wp-content/uploads/2016/08/PDF-25-CASEL-Brief-What-Does-SEL-Look-Like-in-Practice-11-1-15.pdf) Chicago, IL: The Collaborative for Academic, Social, and Emotional Learning. Retrieved from https://www.casel.org/wp-content/uploads/2016/08/PDF-25-CASEL-Brief-What-Does-SEL-Look-Like-in-Practice-11-1-15.pdf

Elias, M. J. (2006). The connection between academic and social emotional learning. In M. J. Elias & H. Arnold (Eds.), [*The Educator’s Guide to Emotional Intelligence and Academic Achievement*](https://pdfs.semanticscholar.org/5e96/8c91f02337ca7b63abd03da512c092dbf373.pdf) (pp. 4–14). Thousand Oaks, CA: Corwin Press. Retrieved from https://pdfs.semanticscholar.org/5e96/8c91f02337ca7b63abd03da512c092dbf373.pdf

Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1998[). *A practical guide for teaching self-determination.*](file:///C:\Users\smoticha\Downloads\from%20https:\files.eric.ed.gov\fulltext\ED442207.pdf) Reston, VA: Council for Exceptional Children, CEC Publications. Retrieved from https://files.eric.ed.gov/fulltext/ED442207.pdf

Hecht, M. L., & Shin, Y. (2015). Culture and social and emotional competencies. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of Social and Emotional Learning: Research and Practice* (pp. 50–64). New York, NY: Guilford Press.

Institute for Inquiry. (2019). [*What is inquiry?*](https://www.exploratorium.edu/education/ifi/inquiry) Retrieved from https://www.exploratorium.edu/education/ifi/inquiry

Jagers, R. J., Rivas-Drake, D., & Borowski, T. (2018) [*Equity and social and emotional learning: A cultural analysis.*](https://measuringsel.casel.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf) The Collaborative for Academic, Social, and Emotional Learning. Retrieved from https://measuringsel.casel.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf

[New Jersey Student Learning Standards for Mathematics and English Language Arts](https://www.nj.gov/education/cccs/2016/math/standards.pdf%20and%20https:/www.nj.gov/education/aps/cccs/lal/njscp.htm). (2019). Retrieved from https://www.nj.gov/education/cccs/2016/math/standards.pdf and <https://www.nj.gov/education/aps/cccs/lal/njscp.htm>

Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2017). *Science of learning and development: A synthesis.* Washington, DC: American Institutes for Research.

Redmond, S., & Dolan, P. ( 2016) Towards a conceptual model of youth leadership development. *Child & Family Social Work, 21*, 261–271.

Spinrad, T. L., & Eisenberg, N. (2009). Empathy, prosocial behavior, and positive development in schools. In R. Gilman, E. S. Huebner, & M. J. Furlong (Eds.), *Handbook of Positive Psychology in Schools* (pp. 119–129). New York, NY: Routledge/Taylor & Francis Group.

Willingham, D. T. (2007). Critical thinking: Why is it so hard to teach? *American Educator,* 8–19.

Wolff, J. M., & Crockett, L. J. (2011). The role of deliberative decision making, parenting, and friends in adolescent risk behaviors. *Journal of Youth and Adolescence, 40*, 1607–1622.

Yoder, N. (2014). [*Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks.*](http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf) Washington, DC: Center on Great Teachers and Leaders. Retrieved from http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf

Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* New York, NY: Teachers College Press.

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