

## SEL Appendix D: Moral Education

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Aside from being subsumed under the SEL umbrella, Moral Education continues to advance on its own, separate from SEL.

Note the keynote chapter of the 2014 *Handbook of Moral Development* (Smetana, Jambon and Ball 2014), in which the authors place children's moral development under the umbrella of "social domain theory," which views social development as having three components—*moral* concepts, *societal* concepts, and *psychological* concepts (interpersonal relationships; understanding self and others). Thankfully, the authors do not posit yet another type of "intelligence," and make no reference to Goleman or Sternberg.

More recently, the same authors contribute to the *Oxford Handbook of Parenting and Moral Development* (Jambon and Smetana 2019). They examine children's moral development through the lens of social domain theory.

**Parent-child interactions** (conversations, supportive relationships) → understanding of moral norms

Parent-child interactions → autonomy development (foundation for conceptualization of "rights")

**Peer relationships** have both positive and negative implications for moral development

### Works Cited

- Jambon, Marc, and Judith Smetana. 2019. "Socialization of Moral Judgments and Reasoning." Chap. 22 in *The Oxford Handbook of Parenting and Moral Development*, edited by Deborah J. Laible, Gustavo Carlo and Laura M. Padilla-Walker, 375-392. Oxford: Oxford University Press. doi:10.1093/oxfordhb/9780190638696.001.0001.
- Smetana, Judith G., Mark Jambon, and Courtney Ball. 2014. "The Social Domain Approach to Children's Moral and Social Judgments." Chap. 2 in *Handbook of Moral Development, 2nd ed.*, edited by Melanie Killen and Judith G. Smetana, 23-45. New York: Psychology Press.