

BACKGROUND INFORMATION

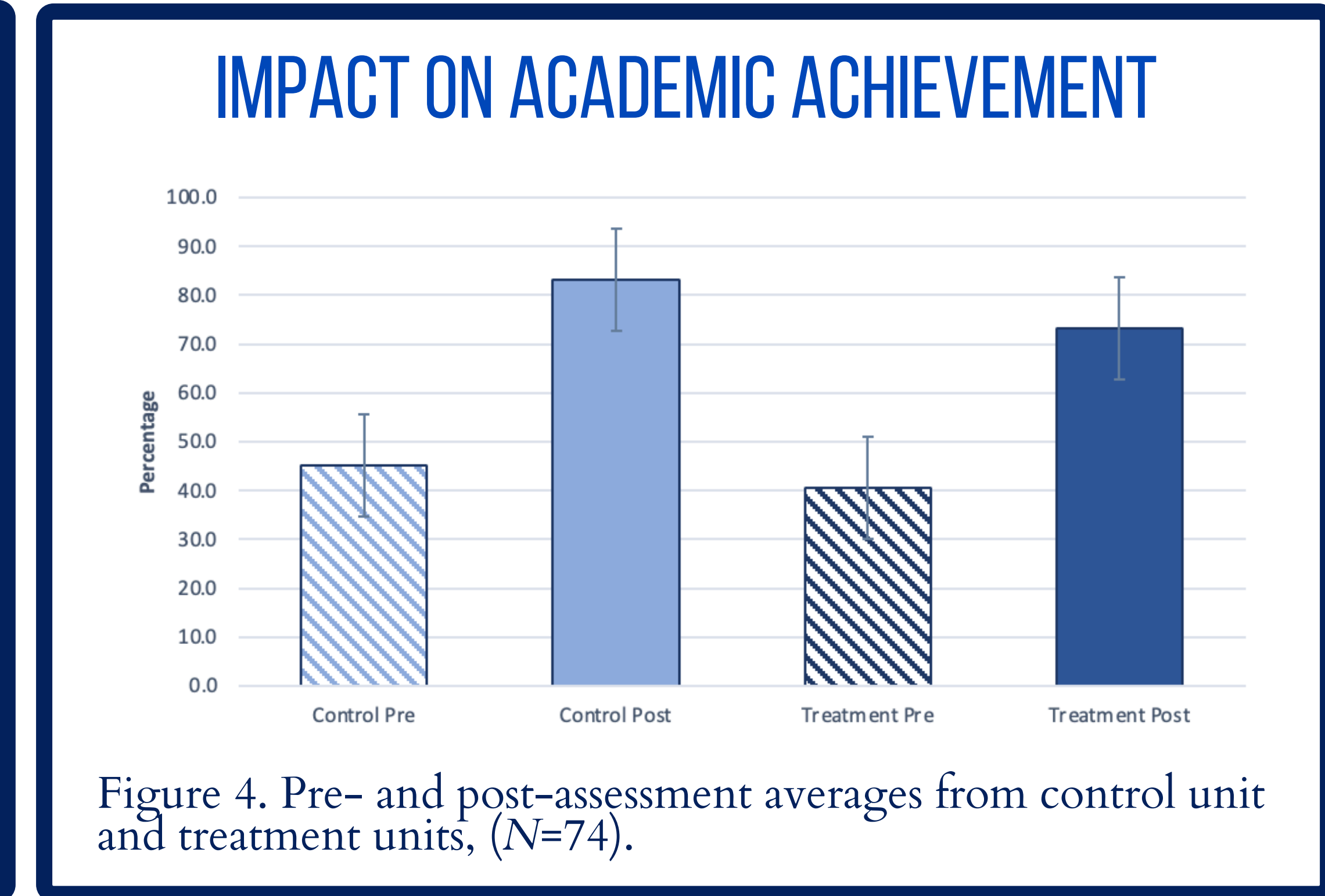
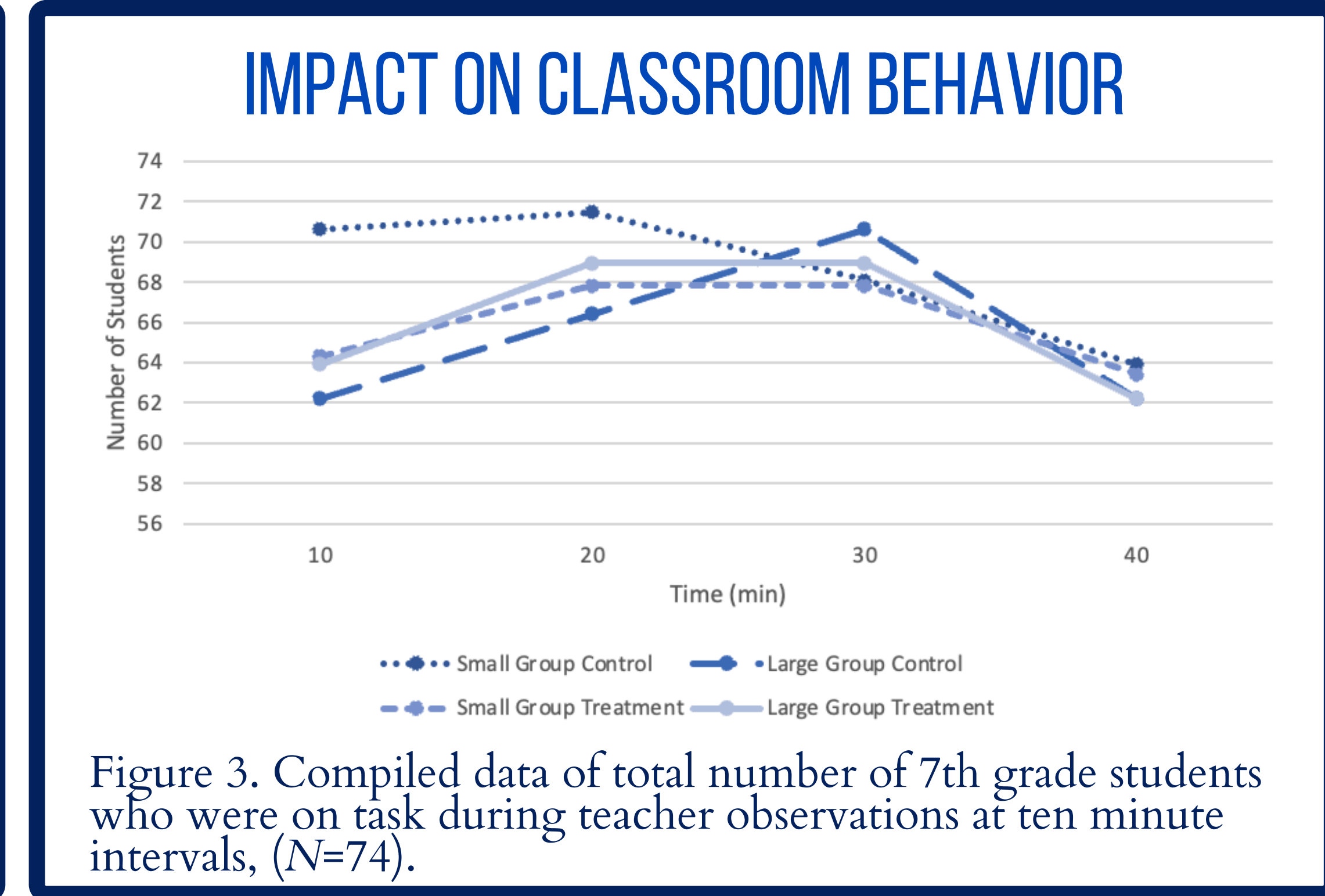
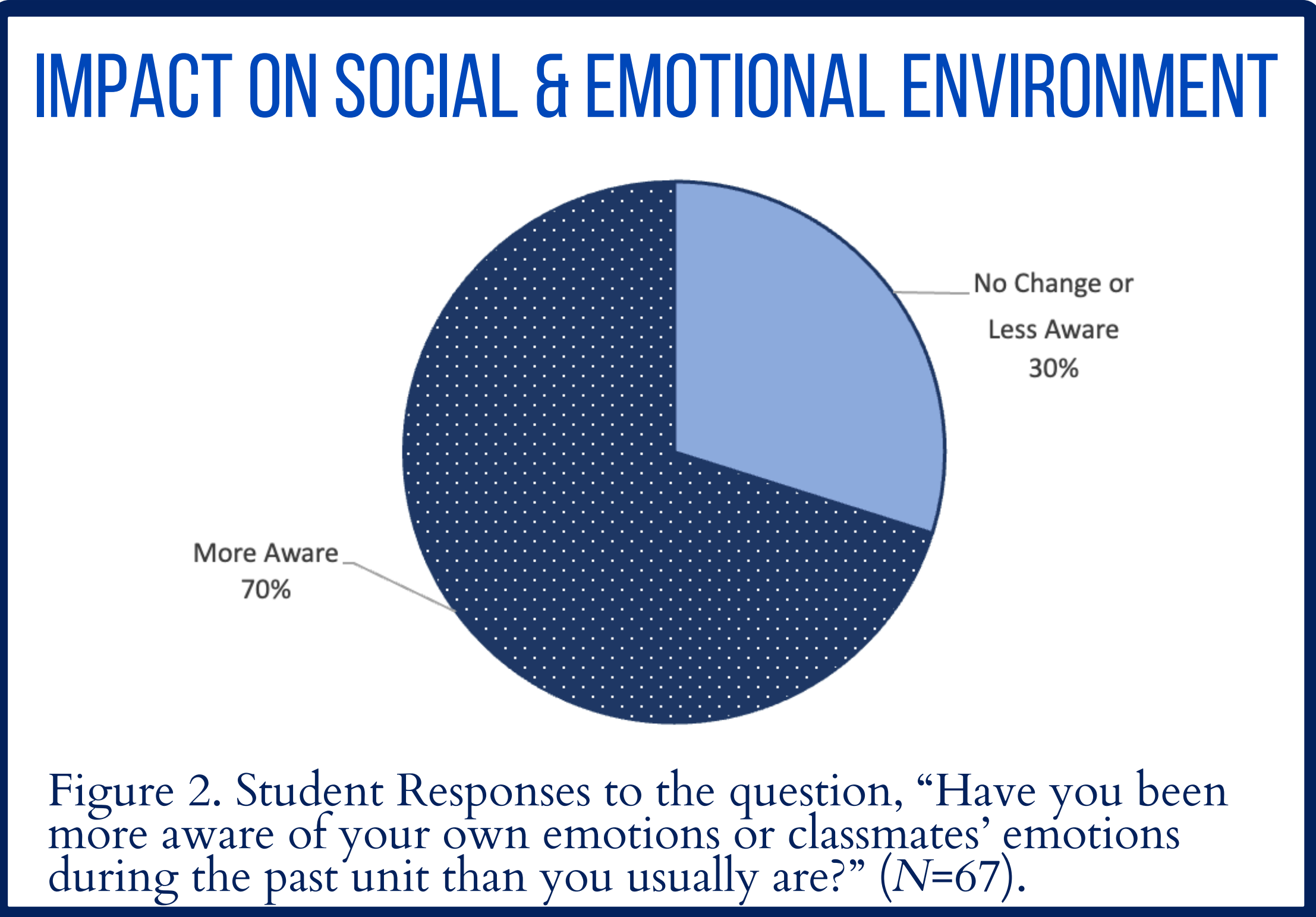
Although there is significant need for social emotional learning (SEL) in middle school classrooms, there is limited time available to devote to SEL. Over the course of two units, this study replaced academic bell ringers (BR) with Cooperative for Academic, Social, and Emotional Learning (CASEL) based BR to investigate the impact the SEL BR had on the social, emotional, and academic environment of a middle school science class.

1. What effect do CASEL based SEL BR have on the social emotional environment in a middle school science classroom?

2. What effect do CASEL based SEL BR have on classroom behavior in a middle school science classroom?

3. What effect do CASEL based SEL BR have on academic achievement of middle school science students?

METHODS



DISCUSSION AND IMPACT

While there is a great need for social emotional learning (SEL) in middle school classrooms, replacing content based bellringers with CASEL based SEL BR did not have a significant impact on overall student success. Although 43% of seventh graders that were surveyed indicated that they perceived the classroom environment to improve, the majority (57%) of students did not perceive a change in the environment. When this data is coupled with the lack of significant changes in observed classroom behavior, and the statistically significant decrease in achievement on assessments, it is clear that the CASEL based SEL bellringers were not effective enough to justify the replacement of content based SEL bellringers.