

Long and Short Term Repercussions of Stress on Learning



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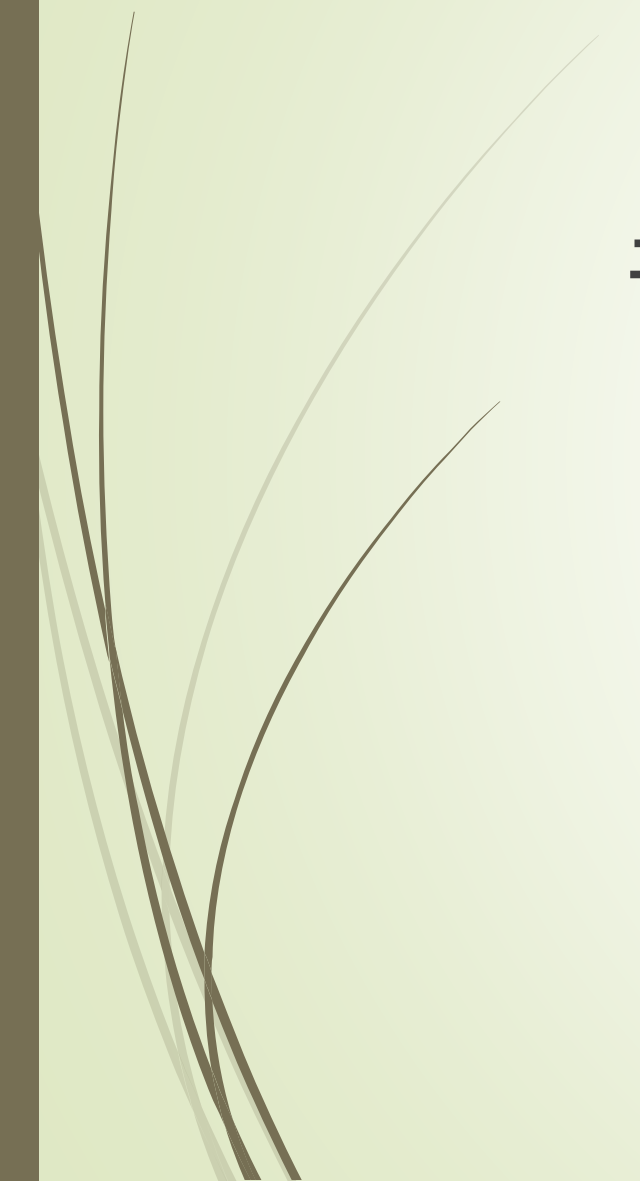
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FACT

1 Disruptor of Learning
Is
STRESS!





Why is this True?

- Stress Occupation; causes inability to FOCUS
- Lack of Focus: Annihilates ability to STORE INFORMATION
- If Information isn't Stored we can't RETRIEVE it at later time.
- If we can't Retrieve information, we can't USE it.

LEARNING: Is the Ability to use new information!

Let's Look at the Science

- Stress creates imbalance in our brain systems.
- Endorphins attempt to create Homeostasis.


Two Stage Process:


- Noradrenaline: “fight or flight” response throughout brain immediately
- Cortisol kicks in 20-30 minutes slows effects of stress



****STRESS****

Can also create
Changes
in Emotion and Memory





Connection
between
Emotion and Memory

Cemented Memory:

The stronger emotional response is to
content of learning

The better preserved in memory bank




Connection can't

Quality of Memory

Emotion attached to the information
will preserve the feeling;

It may block or embrace memory






Connection
between
Emotion and Memory

Robust Memory

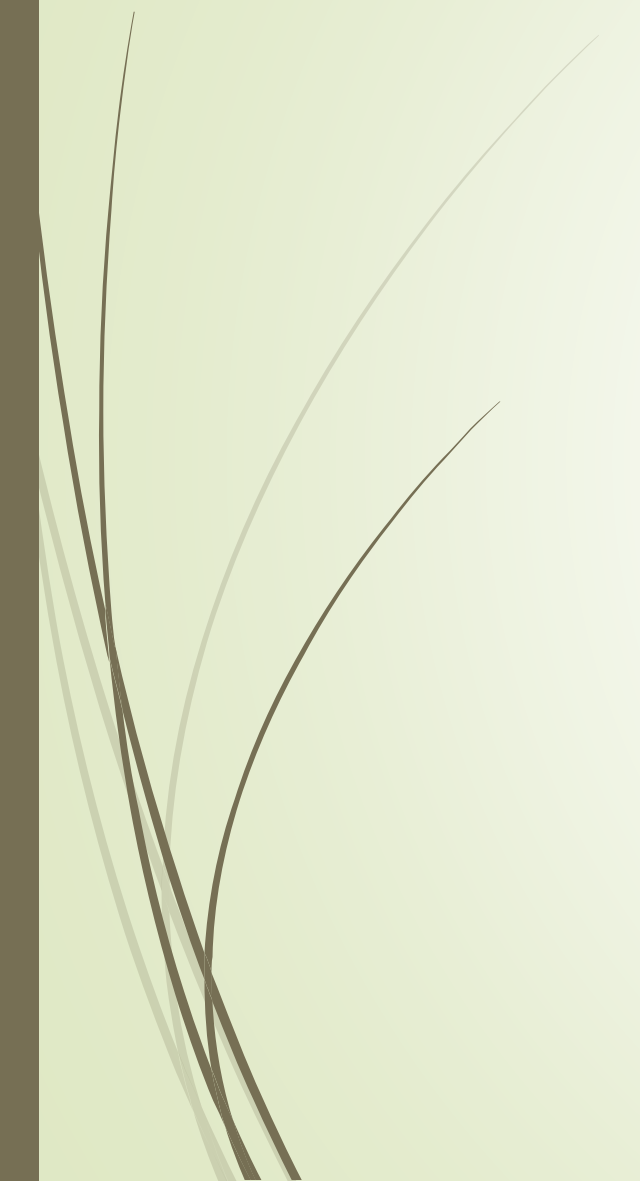
Stress **during learning** may
enhance memory formation





Sounds Good; but not so Fast

It markedly
impairs ability
to
Retrieve Memories





SG; but NSF Cont.


It Hampers
Ability
to
“Update” Memories





SG; but NSF cont.

It shifts
from
Scaffolded Learning
to
Habitual Behavior Reinforcement





Importance of Scaffolded Learning



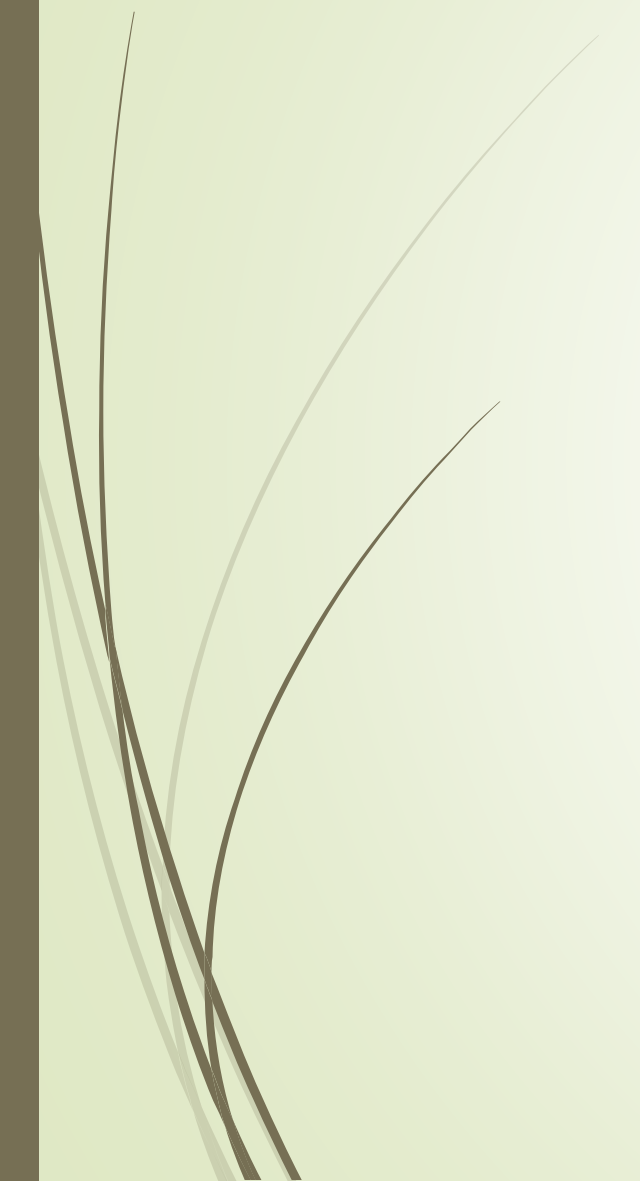
Integrates New Information
into
Existing Memory
creating
“Quality Memories”



What is Quality Memory ?

It is the Evidence of Learning:

Ability to Consolidate Information
to
Create New Thought
or
Ability to execute New Skills





Habitual Behavior Reinforcement

Curriculum or Environment
that Create
Emotional Arousal
In turn Create
Rigid Habits
NOT
Learning



Habitual Behavior Reinforcement cont.

Rather than adding memories to increase knowledge or ability

New information is blocked from being incorporated

Leading to rigid thought and action due to inability to retrieve and use new information.



Effect on our Students

- Unwillingness to incorporate new ideas
- Stronger emotional response to unfortunate classroom events

Therefore

We may Underestimate their potential



What Can We do?

- Multimodal Teaching: UDL
- “Take a Break” De-escalation
- Consistency

PREPROCESS at every class



Final Thought: What is this about Positive Stress?

“Positive Stress” is EXCITEMENT

- Enhances Immune Response,
- Lays down New Memory
- Improves Decision Making
- Fosters Continual Learning

Definition of RESILIENCE



Thank You!

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