

Understanding Brain Function and Stress for a Studio of Self-driven Students  
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- N**ovelty -something not experienced before  
**U**npredictability -something you had no way of knowing would occur  
**T**hreat to the Ego -Your safety or competence as a person is called into question  
**S**ense of Control -You feel you have little or no control over the situation

**Questions to ask:**

1. Am I creating more stress in my studio with concepts from “NUTS”?
2. Are we creating an environment where students feel fear and stress rather than control?
3. Do we have students who are experiencing depression and anxiety? How are we helping them?
4. Are you using rewards OR helping students find their own intrinsic motivation for learning?

**Sources:**

Alfie, John. *Punished by Rewards*. Mariner Books. Twenty-fifth Anniversary edition. Houghton Mifflin Harcourt. 2018.

Fischer, Christopher. *Motivation, Mindset and Grit* Webinar presented through Frances Clark Center. December 15, 2018.

Stixrud, William. *The Self-driven Child*. Ned Johnson. Viking. 2018.

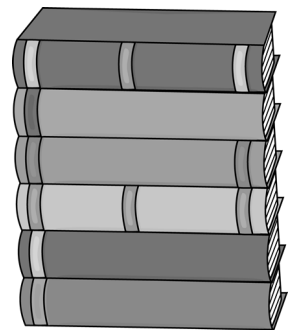
**Suggested Reading:**

Duckworth, Angela. *Grit*. Scribner.

Ericsson, Anders. *Peak*. Robert Pool. Houghton Mifflin Harcourt. 2016.

McGonical. *The Willpower Instinct*.

Pink. Daniel H. *Drive*. Riverhead Books.



“Students learn and perform best in an environment that offers high challenge and low threat-when they’ve been given difficult material in a learning environment in which it is safe to explore, make mistakes, and take the time they need to learn and produce good work. When students know it’s alright to fail, they can take the kinds of risks that lead to real growth. They can develop brains that are capable of performing at a high level, and of being happy.”