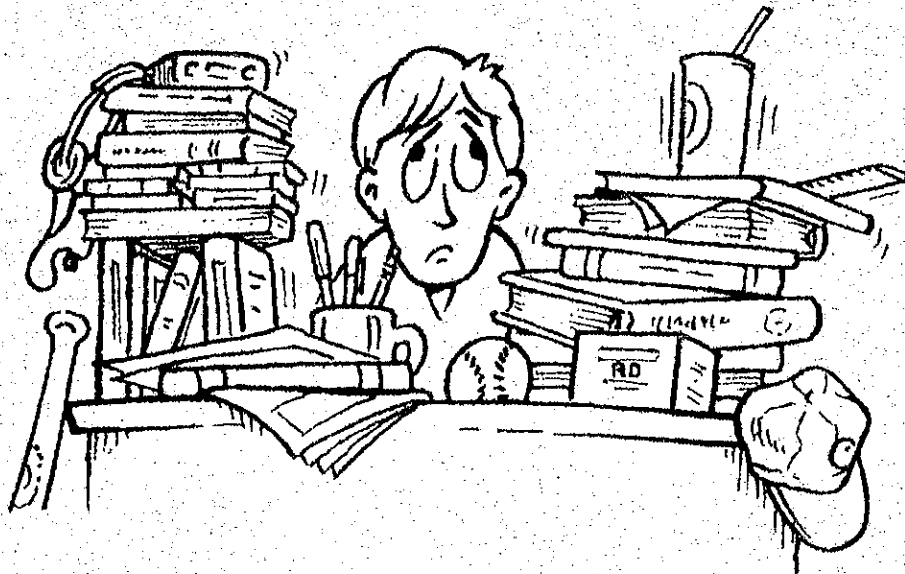


Study Strategies Made Easy:

Use the chapters and pages as they are grouped below to teach the various skills defined by OMH. Primarily these are adaptation skills, but may also apply to other skill areas.

TITLE	# LESSONS
Adaptation Skills: Developing capacity to follow directions and carry out assignments Chapter 1 Organization Strategies (pgs 3-18)	6
Adaptation Skills: Acquiring appropriate school habits Chapters 2 & 8 (pgs 19-22, 102-106)	6
Adaptation Skills: Acquiring appropriate school habits; communication skills at school; interpersonal relationships with teachers, school peers Chapter 3 (pgs 23-33)	5
Stress management at school; Adaptation Skills: acquiring appropriate school habits; developing capacity to follow directions and carry out assignments Chapter 9 (pgs 107-108, 111-113, supplemental pages a-d, 114)	5-6

Study Strategies Made Easy



by
Leslie Davis, M.Ed. and Sandi Sirotowitz, M.Ed.
with Harvey C. Parker, Ph.D.

Illustrated by Richard Dimatteo

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CHAPTER 1

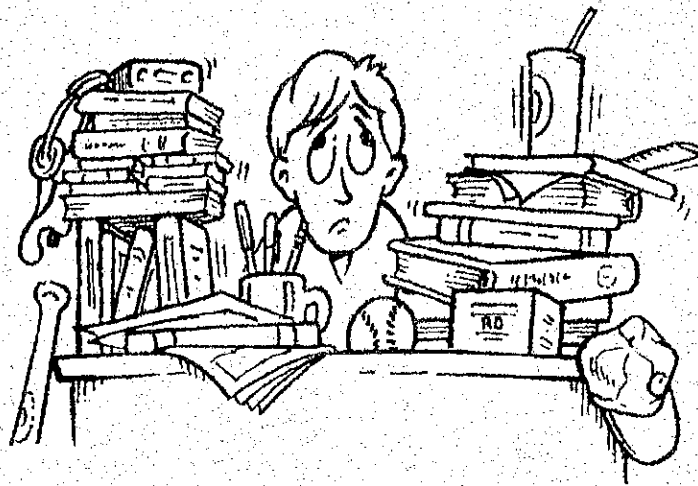
ORGANIZATIONAL STRATEGIES

Some people are just naturally organized while others have to learn organization. If you are lucky enough to be a person who always knows where everything you own is, who rarely misplaces things or misses an appointment or a deadline, you probably won't need to do much work getting yourself organized. But, if you are like most of us, you can probably use a little organization refresher course.

We started this workbook with organization because it is extremely important to be organized if you want to succeed in school or in just about anything. If you think of it, there are probably a lot of things you need to keep track of to stay organized: your money, lunch, clothes, CDs, etc. However, to be successful in school the most important things to keep track of are your school supplies (books, paper, notebooks, homework, etc.), your time, your grades, and your assignments.

Organization is a pretty broad skill, and like all the other skills discussed in this workbook, we have broken it down into strategies. There are seven organizational strategies presented in this section.

- Organizing Your School Supplies
- Organizing Your Study Area
- Organizing Your Time
- Organizing Your Assignments
- Prioritizing Your Work
- Organizing Your Grades
- Organizing Your Long-Term Research Projects



Strategy

Organizing Your School Supplies

Directions: Here is a handy "shopping list" of school supplies. Check the supplies that you need and take the shopping list with you to the store to make your purchases.

SCHOOL SUPPLIES SHOPPING LIST

NOTEBOOKS, etc.

- one three-ring notebook (2" or 3" rings) for all subjects
- one three-ring notebook (1/2" rings) for each subject
- spiral notebooks, one per class
- dividers with pockets, a different color for each class
- a case for highlighters, pens, pencils, etc.

ASSIGNMENT BOOKS, etc.

to write daily and long-term assignments

- a teacher or student planning book
- a calendar type book (also called appointment book)
- a calendar with large empty spaces
- electronic schedule and assignment keeper

IMPORTANT BOOKS, etc.

- a dictionary
- a thesaurus
- an up-to-date atlas
- access to an encyclopedia
- a library card

FILES

- a 3 X 5 or larger filebox and ruled index cards

Three suggested methods for keeping old tests and homework:

- 1. a three-ring notebook divided for each class
- 2. an accordion file folder with enough pockets for each class
- 3. a crate to hold file folders for each class

OTHER NECESSARY STUFF

- pens, pencils, colored pencils, crayons, and erasers
- a pencil sharpener
- a ruler
- markers
- highlighters (yellow and at least one other color)
- glue, rubber cement, tape
- scissors
- stapler and staples
- hole punch
- paper clips
- rubber bands
- reinforcers for notebook paper

Exercise

Organizing Your School Supplies

If you've bought your materials, your next step is to organize them and keep them organized. Truly, it's so much easier to reach into a bookbag and pull out the paper you're looking for instead of a half-eaten doughnut turned to stone. It also will save you energy to keep a notebook or folders that are labeled with contents that actually coincide with the labels. Since our philosophy is to "do the worst first," we'll begin with your BOOKBAG. Dump yours out now.

A. Look at the contents of your bookbag and answer these questions by checking "Y" for Yes and "N" for No.

Y N

- ___ ___ 1. Is there anything moving? *If yes, call the local humane society.*
- ___ ___ 2. Are there papers that have been missing for months and you thought were lost forever? *If yes, file them where you can find them.*
- ___ ___ 3. Are there papers you no longer need to carry to and from school? *If yes: for any important papers, decide where they need to go, and file any old tests or notes. For anything else that you haven't seen, don't need and never will, TRASH IT.*
- ___ ___ 4. Are scissors, pens, highlighters and other tools thrown in everywhere? *If yes, put them in a separate case that is easy to use and easy to find.*

B. Notebooks or folders are actually useful for storing papers and notes. So take your notebooks and folders out now and look through them.

Y N

- ___ ___ 1. Are there books and folders without labels or dividers, and are they so alike that you cannot tell science from English? *If yes, get a different colored folder for each class. If you use a three-ring binder, get dividers, one for each class, and keep papers in their proper sections.*
- ___ ___ 2. Are notes from social studies, science, English, math and Spanish in one notebook in no particular order? *If yes, and after you have your dividers, put notes in the sections you've labeled for them.*

C. Choose one day every week to clean out your bookbag and go through your notebooks. Reorganize anything that's not in order.

Strategy

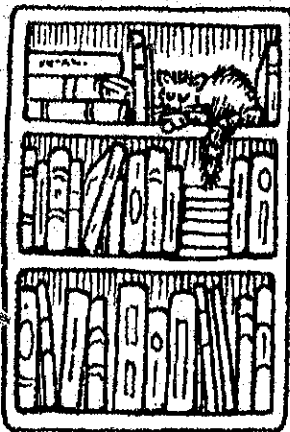
Organizing Your Study Area

Why organize your study area? If you always keep your school work and materials in the same place, you will be able to find them quickly. No more lost papers or lost time searching for them. Your energy will be spent on doing great work.

Suggestions:

FIND A PLACE TO STUDY

1. An area that is well-lit and free from distractions.
2. A table or desk and a comfortable chair.



FIND A PLACE TO STORE SCHOOL MATERIALS

1. In your study area, find a place to store your school materials:
 - a. some shelves in a closet and/or some drawers in a desk.
 - b. plastic crates.
2. If you still forget materials you need in school, try this:
 - a. as soon as you complete your work, put your work and books in your book bag.
 - b. place the book bag in a crate that is right by the door from which you leave for school. This will prevent morning rush and forgotten papers.

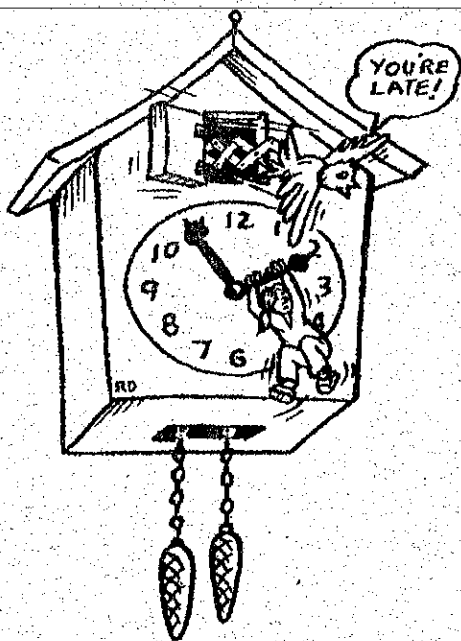
Directions:

Use the space below to list improvements you can make to have a better study environment and area for materials.

Strategy Organizing Your Time

This strategy will help you to evaluate whether you are budgeting your time as efficiently as you might. If not, it will be easy for you to rearrange your time to get more done and have more fun.

Directions: Refer to the sample schedule below and fill out the schedule sheet on the following page.



1. Write your daily after-school activities for the week. Include such things as music lessons, sports, and anything else you do weekly. Monday and Tuesday are filled out in the sample schedule sheet.
2. Draw a box around the remaining empty time spaces. These will be the hours you have free to do school work and study. In our sample, some are already filled out while others are blank.
3. For each day, add the number of hours that are free for school work and study and write the amounts in the space marked "available times" at the bottom. Look at the empty boxes in the sample to show how your schedule will look before you fill them in with activities.
4. For one week, note how long you spend each day on homework or studying. Write the subject and the amount of time you studied or worked on each subject in each day's space. Add the number of these hours and write that amount in the space marked "Time Used for Study" at the bottom.

SAMPLE

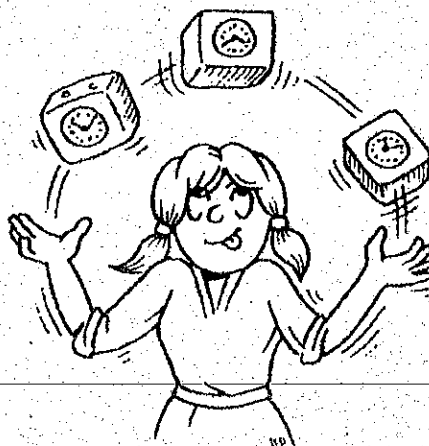
WEEKLY SCHEDULE SHEET							week of Oct. 12
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
4:00 - 4:30		Journal m.					
4:30 - 5:00		meeting					
5:00 - 5:30	Sci.	↓					
5:30 - 6:00	Eng 15 min	↓					
6:00 - 6:30	Span 15 min						
6:30 - 7:00	Dinner	Dinner	Dinner	Dinner	Dinner		
7:00 - 7:30	Babysitting						
7:30 - 8:00		Math					
8:00 - 8:30		Soc. Studies					
8:30 - 9:00		Eng.					
9:00 - 9:30		Sci.					
9:30 - 10:00							
10:00 - 10:30							
AVAILABLE TIME	3 1/2 hrs	2 1/2 hrs	4 hrs	4 hrs	1 1/2 hrs		2 hrs
TIME USED FOR STUDY	1 hr	2 hrs					

WEEKLY SCHEDULE SHEET

WEEK OF _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
4:00 - 4:30 or earlier							
5:00 - 5:30							
5:30 - 6:00							
6:00 - 6:30							
6:30 - 7:00							
7:00 - 7:30							
7:30 - 8:00							
8:00 - 8:30							
8:30 - 9:00							
9:00 - 9:30							
9:30 - 10:00							
10:00 - 10:30 or after							
AVAILABLE TIME							
TIME USED FOR STUDY							

Exercise Evaluating How You Organized Your Time



Directions: At the end of the week, review your Weekly Schedule Sheet and answer the questions below:

1. Did you have enough time:
 - a. to study? yes no
 - b. to do homework? yes no
 - c. to participate in after-school activities? yes no

If you answered "yes" then you budgeted your time well. If, on the other hand, you answered "no" and felt rushed or that you couldn't do all you wanted to do, look again at the schedule you kept and adjust your schedule accordingly.

2. Can you make some changes to:
 - a. add more time to study? yes no
 - b. spend less time watching T.V.? yes no
 - c. spend less time talking on the phone? yes no
 - d. rearrange your after-school work hours? yes no

3. Plan a more efficient schedule and write it in the Weekly Schedule Sheet on the next page. In Appendix B you will find an extra schedule sheet which you can copy for future use.
4. Use the schedule as a guide to help you increase your efficient use of your after-school hours.
5. Become a "time juggler." Successful people are often people who budget their time so efficiently that they become "time jugglers" and do more in one day than seems possible. Strive to become that person.

FOR STUDY ✓
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WEEKLY SCHEDULE SHEET

WEEK OF _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
4:00 - 5:00 or earlier							
5:00 - 5:30							
5:30 - 6:00							
6:00 - 6:30							
6:30 - 7:00							
7:00 - 7:30							
7:30 - 8:00							
8:00 - 8:30							
8:30 - 9:00							
9:00 - 9:30							
9:30 - 10:00							
10:00 - 10:30 or after							
AVAILABLE TIME							
TIME USED							

Strategy Prioritizing Your Work

You have learned to organize your materials, your environment, and your time for work. Now learn how to organize the work itself by prioritizing.

- Directions:**
1. See the sample below as a guide to filling out the *Get It Done Today* list on page 12. First, in your assignment book, write every assignment given for every class every day. Then refer to the assignment book when you get home.
 2. Write all assignments and study sessions on the *Get It Done Today* list.
 3. Decide which assignments must be done immediately and which can be put off for a while. We suggest doing the worst first and making the easiest last as your reward.
 4. Under "Priority," write "1" by the assignment you plan to do first, "2" by the one you will work on second, etc.
 5. Check off each assignment on your to-do list as you complete it. You will get a sense of accomplishment when you see your to-do list dwindle. Finally, write any work not completed on the next day's to-do list. An extra *Get It Done Today* list can be found in Appendix B and can be copied for your future use.

GET IT DONE TODAY

Date March 2

Priority	Assignment	Date Due	Complete
3	Work on plant life report	3/10	<input type="checkbox"/>
2	Math page 204 prob. 1-25	3/4	<input checked="" type="checkbox"/>
1	Social studies quiz *New Deal	3/4	<input checked="" type="checkbox"/>
3	Call Mike to go over poetry project	3/4	<input type="checkbox"/>
4	Write recall questions - Sci. chapt. 7	3/7	<input type="checkbox"/>
			<input type="checkbox"/>

GET IT DONE **TODAY**

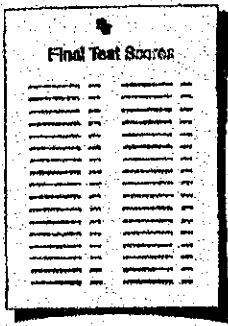
Date _____

Priority	Assignment	Date Due	Completed
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>

Strategy Organizing Your Grades

We all feel terrific when we earn good grades, so at the beginning of each grading period, target the grades that you want to achieve. This strategy will help you to keep track of your grades for each week of every quarter. When you keep accurate records you will take control over the grades you earn and get the grades you want.

Directions:



Refer to the sample grade chart below.

1. On the grade chart on the following page, write your name, circle the number of the current grading quarter and write its beginning date.
2. Write each of your courses in the left "course" column and the grade you want to receive for each course.
3. Write in **all** the grades you receive during each week. Use the grade key on the chart for the type of assignments.
4. Review weekly to make sure you are on the track you want.
5. An extra Grade Chart can be found in Appendix B for future use.

SAMPLE

GRADE CHART										
Quarter 1 <u>2</u> 3 4										KEY: T=test Q=quiz HW=homework P=project
Beginning date <u>Nov 11</u>	Name: <u>Chris</u>									
COURSE / GRADE	WEEK #									REPORT CARD GRADES
	1	2	3	4	5	6	7	8	9	
English Grade I want <u>A</u>	Q 98 T 90	HW A T 100	P 102							
Bio Grade I want <u>B</u>	Lab 89 HW 92	T 72	Q 82							
Algebra Grade I want <u>B</u>	HW 92 Q 98	HW 98 T 77 P 90	HW 92 T 89							
World History Grade I want <u>A</u>	T 90 HW 100	Q 88 HW 98	T 90							

Quarter 1 2 3 4
 Beginning date _____

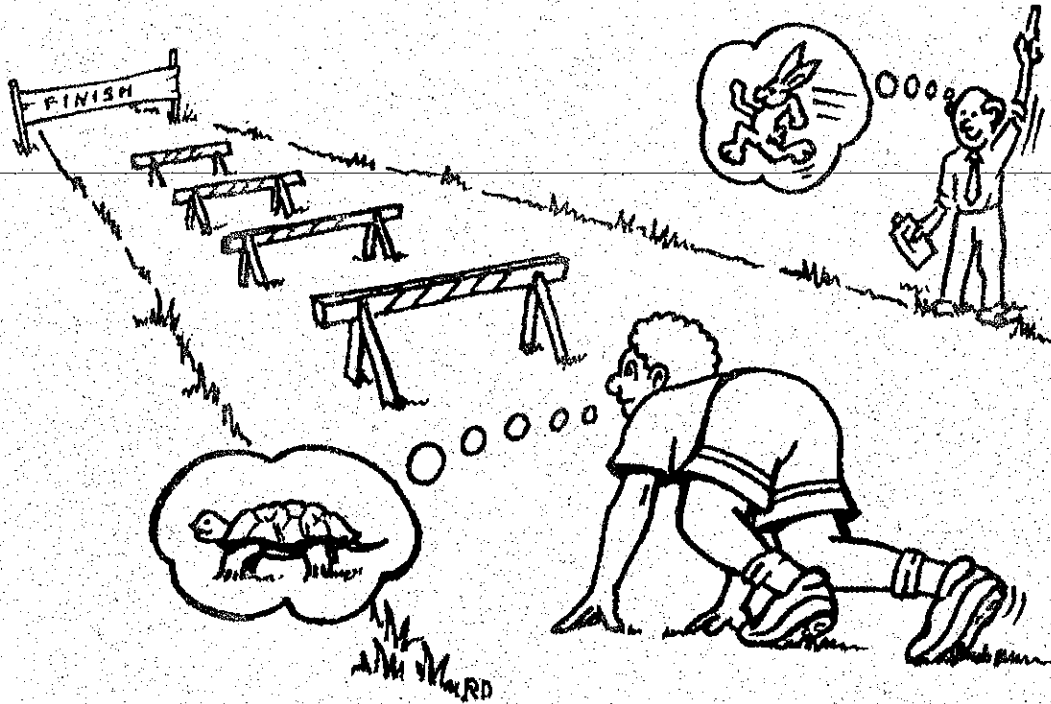
GRADE CHART

KEY:
 T = test Q = quiz
 HW = homework
 P = project

COURSE	WEEK	1	2	3	4	5	6	7	8	9	Report Card Grade
Grade I want _____											
Grade I want _____											
Grade I want _____											
Grade I want _____											
Grade I want _____											
Grade I want _____											
Grade I want _____											

Strategy

Organizing Your Long-Term Research Projects



When a term paper or research project isn't due for a long time, we tend to put it off until the last minute and then we PANIC! This strategy will help you to break large projects down into manageable steps. While it may be tempting to skip steps, if you follow the directions you will get your work done on time and without stress for you and your parents.

Directions:

1. Refer to the sample form on the following pages. The sample comes from an assignment given in a science class. The information in the box labeled "Requirements" is what the teacher has directed must be included. The "Pre-Write," "First Write," and "Home Stretch" are what you decide to include.
2. A blank Goal-Setting Form can be found in Appendix B for future use.

Strategy

Organizing Your Long-Term Research Projects by Setting Goals

Goal-Setting Form for a Long-Term Research Project

REQUIREMENTS:	
Assignment: <u>The Environment and Ways to Improve It</u>	
<input checked="" type="checkbox"/> written; # of pages or words: <u>7 pages</u>	
<u> </u> oral; amount of time <u> </u>	
Format requirements: <u>double spaced, 1 inch margins, bibliography page, works cited page</u>	
Other requirements: <u>No more than one printed encyclopedia plus one computer encyclopedia, no less than 5 sources</u>	
DATE DUE:	<u>March 1</u>

TARGET GRADE: A



Due by	Doing <input checked="" type="checkbox"/>
Date	Done <input checked="" type="checkbox"/>

STEP 1: TENTATIVE TOPICS

If the teacher gives you a choice of topics, consider two that are of interest to you.

TENTATIVE TOPICS

- Pollution
- The Oceans

<u>2/1</u>	<u>X</u>
------------	----------

STEP 2: PRELIMINARY RESEARCH

Find out if there is enough information about the topics to fulfill the length and number of sources required for the assignment. Decide which topic is of more interest to you. Save yourself time and aggravation by carefully doing this research now.

PRELIMINARY RESEARCH

<u>2/2</u>	<u>X</u>
------------	----------

STEP 3: SELECT TOPIC

Based upon your preliminary research, choose one broad topic.

SELECT TOPIC

Pollution

<u>2/2</u>	<u>X</u>
------------	----------

STEP 4: COLLECT SOURCES

Take out or photocopy sources, such as encyclopedias, on-line magazines, books, periodicals, etc.

COLLECT SOURCES

<u>2/5</u>	<u>X</u>
------------	----------

STEP 5: NARROW TOPIC

Skim through your sources for a central theme.

NARROW TOPIC

The Different Types of Pollution

<u>2/7</u>	<u>X</u>
------------	----------

Study Strategies Made Easy

THE FIRST WRITE

Due by Doing ✓
Date Done X

STEP 6: BRAINSTORM

From the information you have gathered, come up with as many subtopics as possible. Choose the three most relevant.

BRAINSTORM

Air Pollution
Water Pollution
Noise Pollution

2/10 X

STEP 7: THESIS STATEMENT

Write a sentence that states your central theme and what you will say or prove about your topic.

THESIS STATEMENT

In order to understand how the environment is being damaged, one must study the air, water and noise pollution of the area. (Be aware of any specific form for a thesis statement that your teacher may require.)

2/15 X

STEP 8: PRIORITIZE

Decide the order in which you want to present your facts. One way is from strongest to weakest arguments or fact.

PRIORITIZE

A. Air
B. Water
C. Noise

2/17 X

STEP 9: ROUGH OUTLINE

This is a plan for the 5 sections of a paper. Check a teacher's specific requirements.

ROUGH OUTLINE

I. Introduction including Thesis Statement
II. Heading one (details)
III. Heading two (details)
IV. Heading three (details)
V. Summary/conclusions

2/17 X

STEP 10: NOTE CARDS

For bibliography and notes from sources.

Unless you are directly quoting, write a paraphrase so you don't accidentally plagiarize.

NOTE CARDS

<p style="text-align: center;">TOPIC</p> <p style="text-align: center;">• one idea per card</p>	<p style="text-align: center;">BIBLIOGRAPHY</p>
--	--

2/20 X

STEP 11: SORT CARDS

Number cards according to your outline.

SORT CARDS

2/22 X

STEP 12: ROUGH DRAFT

Follow your outline and any teacher requirements. Include work cited, end notes and bibliography.

ROUGH DRAFT

2/24 X

THE HOME STRETCH

Due by Doing ✓
Date Done X

STEP 13: REVISE

REVISE

2/25 X

Read your rough draft in its entirety. Does it prove your points and back them up with facts? Are they in the order you want them to be? Does your paper read easily and fluently? Can someone who hasn't done your research understand your position? Check for mistakes in grammar, spelling, and word usage.

STEP 14: REWRITE

REWRITE

2/26 X

Rewrite using your revisions as your guide.

STEP 15: EDIT

EDIT

2/27 X

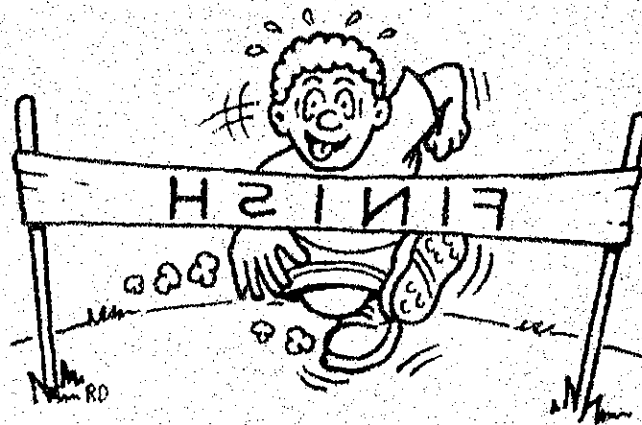
Ask someone else to check for errors in capitalization and grammar, organization of your sentences, paragraphs, punctuation, and spelling. Make sure that all rules are followed.

STEP 16: FINAL COPY

FINAL COPY

2/28 X

Include all visuals, and cover sheet, etc.



ACHIEVED GRADE : A

CHAPTER 2

LEARNING STYLES

Do you learn better when you are able to hear information or when you are able to see it? Are you a “morning person” or a “night person”? Do you prefer to study by yourself in a quiet room or with a group, with the T.V. on or the stereo blasting? How does your personality affect your learning and study preferences?

All these questions are important to answer if you want to improve your study habits. Students differ from one another in their styles of studying and learning just as teachers differ from one another in their styles of teaching. In this section, we will focus on different learning styles and show you that by understanding how you learn best, your performance in school will improve – and so will your grades.

The strategies presented in this section will help you become more familiar with your best learning style.

- Understanding How You Learn Best
- What's Your Best Study Environment?
- Your Personality and Your Learning Style



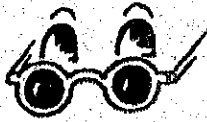
Strategy

Understanding How You Learn Best

People learn using three different learning modalities. A learning modality can be either visual (seeing), auditory (hearing) or kinesthetic (touching or moving). While you may use any one or all of these modalities at certain times, most of us use one modality more often than others. That modality is part of your preferred learning style.

Directions:

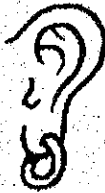
To figure out your preferred learning style, pretend that you have to learn 20 new words and their meanings for a big test. How would you tackle this job? (Check any statements that describe you—you can have none or more than one in any category).



1. I would prefer to:

- read the words and definitions over and over again.
- close my eyes and "see" them in my mind.
- look at pictures that portray the words and their meanings.

If these are the ways you like to learn new material, you may learn best by seeing, and you are probably a visual learner.



2. I would prefer to:

- recite the words and definitions to myself over and over.
- have the words and meanings taped and then listen to them.
- discuss the meanings with someone.
- listen to the teacher's explanations and recall them later.

If these are the ways you like to learn new information, you may learn best by hearing, and you are probably an auditory learner.



3. I would prefer to:

- write the words and definitions.
- draw pictures that remind me of the meanings.
- move around as I concentrate.

If these are the ways you like to learn new information, you may learn best by feeling and moving, and you are probably a kinesthetic learner.

4. Think of other examples which show whether you prefer an auditory, visual, or kinesthetic learning style and write them below.

If you checked off some preferences in each modality, it means that you use more than one modality to learn. Many people are like you and combine what they see with what they hear and write. Use your best learning style whenever you want to be at your most efficient for learning.

Strategy

What's Your Best Study Environment?

Your study environment can affect your learning. Most people become accustomed to studying in a certain setting, around a certain time of day, and in a specific way. They find that they can concentrate best when they are in a comfortable study environment.

Directions: To understand the type of environment in which you study best, answer the questions below.

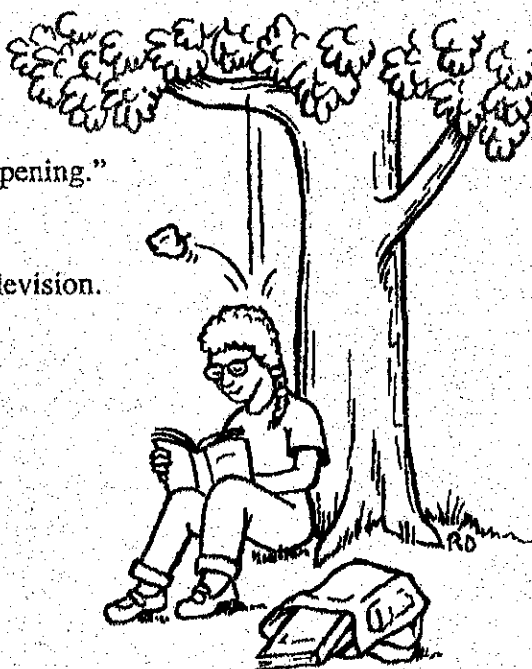
1. I prefer to study:
_____ early in the day (even get up a little earlier before school).
_____ in the afternoon.
_____ in the evening.
_____ at various times, depending on "what's happening."

2. I prefer to study:
_____ with background noise such as music or television.
_____ in almost total quiet.

3. I prefer to study:
_____ alone.
_____ in a group.

4. I prefer to study:
_____ in my room.
_____ in another room at my home.
_____ at someone else's home.
_____ at the library.
_____ other _____.

5. Describe your ideal study environment. Include a description of the setting, the time of day or night, and whether you prefer studying alone or with others. Explain why you think this type of environment helps you concentrate and study best.



Strategy

Your Personality and Your Learning Style

The way you learn also depends upon your personality and emotional makeup.

Directions: To understand how your personality influences your study preferences, answer the questions below.

1. I am a person who:

- shares my ideas and feelings with other people.
- gets new ideas by being part of a group.
- learns by doing.

If this is you, initiate a small study group before tests, volunteer to demonstrate your ideas, and use computers or science labs. Caution: if you are easily distracted, make sure there is structure within your group and that you can be in situations as free from distractions as possible.

2. I am a person who is:

- uncomfortable when exchanging ideas with others.
- comfortable working alone.
- able to work better alone or with one other person.

If you do become part of a study group, volunteer to do independent work that you will later share. You may also need to let the group know that rather than giving immediate responses, you may need to take a little time to formulate your answers and then share them.

3. I am a person who:

- likes things in my life to be orderly and well organized.
- is uncomfortable with sudden changes.
- needs to know ahead of time what is expected of me.
- needs to complete tasks ahead of time or at least by the due date.

If this is you, plan to keep a daily schedule and budget your time in order to do one project at a time. To have a "big picture" keep a semester calendar and write in any activities, tests or projects as you hear of them. When you work with a group, try to team up with people who share your need for systematic planning and early completion.

4. I am a person who:

- likes change and spontaneity.
- waits until the last minute to start a project, but I do get things done on time.
- waits until the last minute to start a project and turns things in late.
- needs to move, so I don't like sitting behind a desk all day.

Keep a schedule and calendar, but plan extra time to allow flexibility. Highlight due dates and also write in due dates for each step of long-term projects (your Goal Setting Form in Appendix B will be useful for this). Identify the work that must be done first and plan to do it. After you complete each step of a project, check it off. When you complete the entire assignment, cross it off (you'll enjoy the feeling it gives you) and reward yourself.

CHAPTER 8

HANDLING HOMEWORK

Students who enjoy doing homework say they like the feeling of accomplishment when a project or assignment is completed. Also, they like the challenge of learning and discovering new information while doing homework.

Homework is part of our educational tradition. If you have a difficult time with homework, this chapter will give you easy-to-use strategies for getting it done. We hope that after you finish this section, you'll become more aware of your homework habits and the strategies you can use to improve them.

The strategies included in this chapter are:

- Homework – Ugh!
- Homework Habit Checklist
- Homework Hassles, Homework Helpers
- Doing Homework Pays Dividends



Strategy

Homework—Ugh!

Homework, as annoying as it is for some people, has been a part of American school life for as long as most people can remember. Although most students don't really like doing homework, there are some important benefits to it, and that is why teachers usually assign it.

Take a minute to list every complaint you have about doing homework:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

(Please feel free to use another paper if you need more space.)

Okay, now think of as many really good reasons as you can to explain how homework helps you learn. We've supplied three. Try to give us a few more.

1. Homework allows you to get a chance to practice a newly learned skill.
2. Homework allows you to check your understanding of a new skill and ask questions about anything you are unclear about before you are tested on it.
3. Homework allows you to build the habit of working independently to solve problems.
4. _____
5. _____
6. _____
7. _____

Homework Habits Checklist

Directions: Answer the questions below to become more aware of your homework habits.

1. When homework is assigned in class, how do you remember what to do?
 - a. I write it in an assignment book
 - b. I write it in one of my notebooks
 - c. I write it down on any available paper
 - d. I don't write it; I usually just remember it

2. Where do you usually do your homework?
 - a. in my room
 - b. in the kitchen, den, etc.
 - c. at the library
 - d. at school
 - e. at a friend's house
 - f. other _____

3. When do you usually do your homework?
 - a. usually shortly after school
 - b. after dinner or work
 - c. late, after an activity (T.V., phone calls, etc.)
 - d. in the morning before school
 - e. the next day in class

4. How much time do you usually spend on homework each day?
 - a. barely enough
 - b. enough to do a thorough job
 - c. more than enough
 - d. definitely not enough

5. When you have a big assignment which is due in a week or two, how do you usually break it up?
 - a. I don't plan it. I just do it all at once
 - b. I usually do a little each night
 - c. I procrastinate until the very end, then I do it
 - d. I do it immediately and get it out of the way

6. How would you describe your attitude about homework?
 - a. I think it's a waste of time
 - b. I don't like it, but I do it anyway
 - c. I don't mind it as long as I learn something
 - d. I actually enjoy homework

7. In which subject do you dislike getting homework the most? Why?

8. In which subject do you dislike getting homework the least? Why?

9. Put a check next to any of the strategies listed below which you think could help you do a better job with homework. If you already use the strategy, circle the you put in the blank space.
 write all assignments in an assignment book
 break long-term or large assignments into smaller parts and do them a little at a time
 do homework in a distraction-free environment
 start homework as soon as I can after school
 start homework as soon as I can after dinner
 start homework as soon as I can in the evening after I relax awhile
 take breaks every so often while doing homework

Strategy

Homework Hassles, Homework Helpers

Even though there are some very good reasons why teachers give homework, we admit it can be a hassle, so we've come up with some ideas to help you "grin and bear it."

- 1. When I get home from school, I can't remember which homework I am supposed to do.**
Even if you think you will remember homework, use your assignment book to write down every assignment.
- 2. Sometimes when I get home from school, I have forgotten the books I need in order to do the assignment.**
Before you leave a class and before you leave school for the day, look at your assignment book to check that you have all the materials you will need to do homework.
- 3. I don't always understand the work, so I can't understand the homework.**
Before you leave a class, reread your assignment book to be sure you understand the assignment. If not, ask another student or the teacher to clarify it for you.
- 4. Sometimes it seems like there's too much to do and I feel overwhelmed and can't get it all done.**
Estimate how long you believe each assignment should take. Decide whether anything can be left until tomorrow. Then, prioritize with a to-do list. Reschedule non-homework activities to give yourself as much time as possible.
- 5. I work too slowly or I lose concentration, so I don't always finish.**
If you have trouble staying on task or work slowly, set a timer for 20 minutes. Work diligently during that time, then reward yourself with a mini-break. After about five minutes, return to work. If homework assignments continue to be too heavy, see if your teacher will modify the amount for you or give you more time to complete it.
- 6. After I turn in an assignment, the teacher says it's not complete enough.**
Find out from the teacher why you are being penalized. While doing your assignment, make sure that you have included all the necessary details and answered the question. Reread the question to check that your answer is complete.
- 7. After I get to school, I can't find my work, even though I've done it.**
Follow the plan for organizing your materials. Immediately put all your completed work into your bookbag.

Strategy

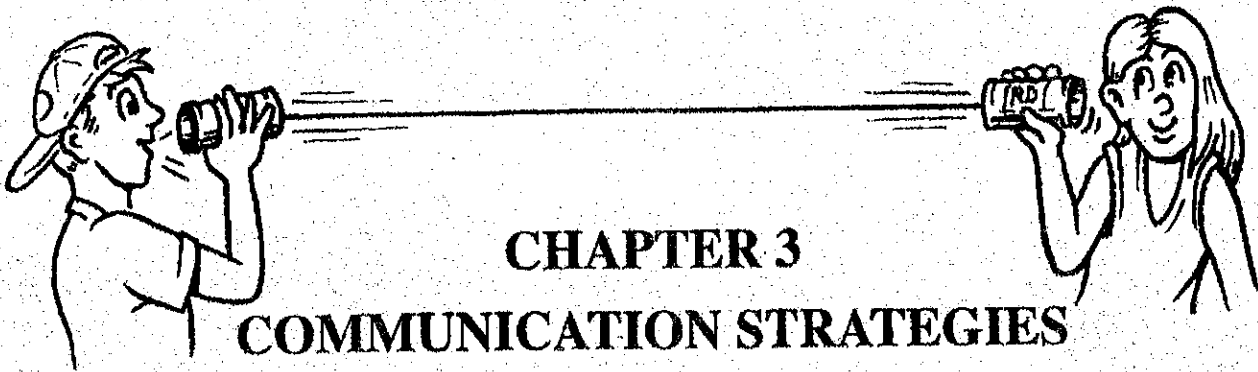
Doing Homework Pays Dividends

Directions: Answer the questions below to become more aware of the benefits of homework.

1. Why do teachers assign homework?

2. Why should you complete your homework by the time it is due?

3. Why do students who do their homework score better on tests?



CHAPTER 3

COMMUNICATION STRATEGIES

Now that you've gotten yourself organized and you understand your learning style, it is time to focus on the important skill of communication. Communication is the process of transmitting information from one person or place to another. Typically, we communicate our thoughts and feelings through speech, written language, and behavior.

In school we communicate most often with teachers and other students. Knowing how to communicate effectively with other students enables us to form and maintain relationships, such as friendships. In the same way, good communication between students and teachers enriches the teaching and learning process for both.

In this section we have included several strategies to help you become aware of how to improve your communications skills with teachers and other students. These strategies are:

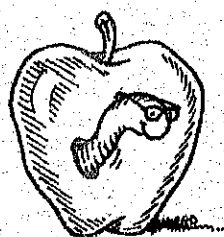
- **Teacher-Pleasing Behaviors**
- **Understanding Teachers' Expectations**
- **Communicating with Teachers**
- **Cooperative Planning**
- **Communicating with Other Students**

Strategy

Teacher-Pleasing Behaviors

What do students and teachers want from each other? Students want teachers who treat them fairly, and teachers want students who are respectful and ready to learn! We spoke with many teachers who gave us their lists of student behaviors that interfere with their teaching. Why should you want to please your teachers? Think niceness. Think virtue. Think thoughtfulness. Think grades!!

Directions:



Read this list of ten behaviors that bother teachers. Check off any that describe your behavior in the classroom and read the matching teacher-pleasing behavior in italics. Of the ones you've checked, choose the most annoying behavior and plan to change it. Then go on to improve the others. Your teachers will notice and will begin to treat you better also.

Ten Student Behaviors That Bug Teachers and Ten Student Behaviors That Please Them

Not looking at the teacher.

When you establish eye contact with the teacher, you look as if you are paying attention.

Showing up unprepared and not ready to work.

Prepare your materials early. If you find it hard to remember which materials to bring to class, have a checklist of what to bring to each class.

Sitting sprawled, head down on the desk, looking as if you're asleep.

Get more sleep at home. If sitting up straight for an hour hurts, have your back checked. Let your nose face in the direction of where the teacher is teaching.

Turning in assignments late, or worse, not turning them in at all.

Use an assignment book. Plan time each day to do homework with enough time to complete it, then hand it in. If long-term assignments are a problem, use your goal-setting sheets to complete assignments by the due dates.

Coming into class late.

Walk to class a little faster. Have shorter hallway conversations. Plan ahead so you don't have to make a locker stop before every class.

Socializing with friends while important teaching is going on.

Plan to talk with friends before and after class. Socializing during class is taboo. Warning: So

they don't think you've abandoned them, alert your friends that you'll no longer be talking about next weekend's plans during lectures.

Asking questions that have nothing to do with a lesson or have already been answered.

Listen carefully to class discussions. Before you blurt out a question, be sure it has to do with the lesson and hasn't already been answered (this will save you embarrassment).

Demanding attention when the teacher is busy with other students or other things. Unless it's an emergency, be sure the teacher is free to speak with you.

Being rude to other students or the teacher because their opinions differ from yours.

If you are rude, even if your point is correct, you'll be perceived as a boor. Listen to other opinions and then disagree with the points, but don't attack the personality of the speaker.

Doodling or drawing while you need to be listening or taking notes.

Preview the textbook and listen in class. You'll then be ready to make relevant comments that add to the class discussions.

Strategy Understanding Teachers' Expectations

The purpose of this strategy is to help you better understand how your teachers teach, what they emphasize, and from where test information is taken. This will allow you to predict what teachers expect of you.



Directions: Under the column "Teacher or Class" write each of your teacher's or class names and as you go down the list check the space that best describes how teachers teach and test.

TEACHER OR CLASS

How Information is Presented

1. Information written on chalkboard or overhead

1.

2. Information presented in lecture and students take notes

2.

Homework Assignments

3. Assigned for practice only and no grade is given

3.

4. Assigned and graded

4.

5. Checked to see if done

5.

Questions on Tests Come From

6. Textbook chapters

6.

7. Textbook questions


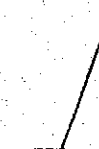



7.

8. Teacher's lectures

8.

9. Information found in outside sources

9.

<u>How Teachers Teach and Test</u>	TEACHER OR CLASS				
					
10. Worksheets/packets	10. ___	___	___	___	___
11. Films/Labs	11. ___	___	___	___	___
Test Preparation					
12. No review given	12. ___	___	___	___	___
13. Study sheets handed out	13. ___	___	___	___	___
14. Review is done orally in class	14. ___	___	___	___	___
Types of Tests Given					
15. Multiple Choice	15. ___	___	___	___	___
16. True/False	16. ___	___	___	___	___
17. Matching	17. ___	___	___	___	___
18. Fill-ins	18. ___	___	___	___	___
19. Essays	19. ___	___	___	___	___
20. Tests vary	20. ___	___	___	___	___
21. Tests written by publisher	21. ___	___	___	___	___
22. Tests written by teacher	22. ___	___	___	___	___

By reading this chart you can "read your teacher" and match what and how you study to each teacher's unique needs. For instance,

- If the teacher lectures, use your notes to study because the information from your notes will be important.
- If homework is assigned and graded, do it well in order to add points to your grade.
- If you know from where teachers get their test questions, concentrate more on those materials.
- If a teacher doesn't review, you will need to review on your own. Pay close attention in class, because daily lessons may include hints. If a teacher does review, study on your own anyway, but use the teacher's review to narrow down your final studying.

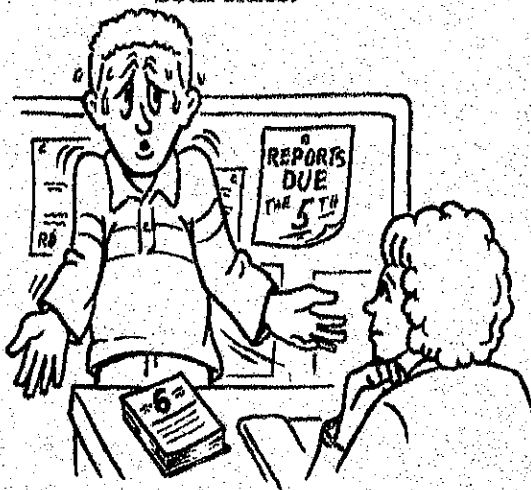
Strategy

Communicating with Teachers

There are times when you will find it necessary to speak with a teacher regarding your school work. Check out the following communication strategies. They will help you approach your teacher in a constructive way and make your discussions positive. (By the way, these communication strategies can be used in many situations and with many different people, not just teachers.)

- ✓ If you wish to speak with the teacher, first ask when it would be convenient to meet (before school, after school, or during a break, etc.). Then, show up on time. *This shows respect for a teacher's time.*
- ✓ In advance, because time will most likely be limited, decide the specific points you need to discuss and begin with the most important to you. You may even wish to make a list of the points you need to talk about. *This will keep you organized and let the teacher know that you are serious and thoughtful.*
- ✓ Eye contact is essential. Be certain to look directly at the teacher without staring. *We all appreciate feeling that the person to whom we are speaking is listening. Eye contact allows you to appear attentive.*
- ✓ Be prepared for the possibility that you may need to compromise if you and the teacher cannot reach total agreement about an issue. Even if you do not receive the response you wanted, be pleasant and positive. When you are reasonable and fair, you encourage the person to whom you are talking to be reasonable and fair.

Directions: Role play one or more of the following situations. Role play with a fellow student, friend, or alone. Take one role and then take the other to understand both sides.



1. You are a student who needs to change a topic for a research paper.
2. You are a student who is asking for extended time to turn in a report.
3. You are a student who is having difficulty in math and needs extra help.
4. You need a written recommendation for a job or student position.

Strategy

Cooperative Planning

Even when you try as hard as you can to do well in school, you may sometimes run into problems. When this happens, don't be reluctant to talk to your teacher and plan together.

Directions:

Read the list of common school-related student problems and solutions that teachers and students have thought of to help. If you find that you are having a great deal of difficulty with some of these areas and have been unable to find solutions by yourself, follow these steps:

1. Make an appointment with your teacher.
2. Together with your teacher discuss your problem areas and fill in the Accommodation Request Form found in Appendix B. If you want to have your parents involved, discuss with them the role they will play.

TROUBLE WITH ORGANIZATION

- encourage student to use a calendar or planner
- write assignments on chalkboard
- allow ample time to copy assignments
- give reminders when assignments are due
- encourage student to purchase second set of books
- color code book covers and notebooks
- encourage use of pocket folders for filing papers
- break down large assignments into smaller parts

TROUBLE COMPLETING ASSIGNMENTS

- use a written contract or work agreement
- use a weekly assignment/grade progress report
- be flexible on late work turned in
- mail home assignments for a week or two
- provide class syllabus to clarify expectations
- give immediate feedback on work turned in and test grades
- meet with student frequently for feedback and direction
- check to see if student understands work assigned
- reduce homework assignment as long as student shows mastery

TROUBLE WITH TEST TAKING

- allow extra time
- test in a distraction-free area
- allow breaks on long tests

TROUBLE TAKING NOTES

- teacher provides outlines for student to fill in
- teacher provides copy of own notes

- share other student's notes
- use tape recorder for missing information

TROUBLE PAYING ATTENTION

- involve student in class discussions
- seat student away from distractions
- cue student when directions are given
- simplify and repeat complex directions

TROUBLE WITH BEHAVIOR

- determine reasons for behavior difficulties by meeting with student, parent, etc.
- post clear rules in classroom
- seat away from friends
- write a behavior contract
- develop a plan with student to help improve behavior

TROUBLE WITH HANDWRITING AND/OR SPELLING

- allow printing instead of cursive
- encourage use of typewriter or word processor
- allow copying of other student's notes
- reduce length of long written assignments
- reduce emphasis on neat handwriting/spelling
- encourage use of spell check systems

OTHER AREAS OF TROUBLE

- _____
- _____
- _____

Exercise

Cooperative Planning Agreement

Directions:

After using the accommodations for two weeks, along with your teacher, complete this Cooperative Planning Agreement. This will help you keep track of how well the accommodations you and your teacher agreed to try are working for you.

1. List the accommodations that you and your teacher agree should be tried.

2. As a student, what more can you do to improve in the problem areas you identified?

3. Have the accommodations helped to solve the problems? (Allow 2 weeks before answering.)

4. If there are still problem areas that concern you and your teacher, what else would you agree to try?

Strategy

Communicating with Other Students

School is not only a place for learning; it is a place for meeting other students and making friends. Some of the many ingredients that go into making strong relationships and good friendships involve the ability of a person to show **empathy** and **self-control**, and to display a **cooperative attitude** towards others.

Empathy is defined as the act of showing consideration, sympathy, and sensitivity to the needs of others.

Self-control is defined as the act of controlling one's behavior and emotions under stressful conditions. For example, coping effectively in a difficult situation without becoming upset, depressed, or frustrated. Accepting criticism from others and controlling one's temper are signs of self-control.

Cooperativeness is defined as the act of getting along with others. This includes sharing, taking turns, showing respect for others, etc.

Directions: To evaluate your communications skills with other students, read each of the statements below and rate whether the statement describes you:

Yes	No
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Empathy

1. I show sympathy for others.
2. I am considerate of others' feelings.
3. I am a good listener.
4. I go out of my way to show a helpful attitude to others.

Self-control

5. I show self-control in difficult situations.
6. I can accept constructive criticism from others.
7. I can stay calm when things don't go my way.
8. It takes a lot for me to get angry.

Cooperativeness

9. I make friends easily.
10. I can keep a conversation going.
11. I invite others to participate in activities.
12. I compliment others on their work, appearance, etc.

If you had three or more "Yes" answers in each category you probably communicate well with other students. If you had less than three "Yes" answers in any of the categories, try to improve in that area. We have included exercises on the following pages to help you.

Exercise

Increasing Empathy Toward Others

Empathy is the act of showing consideration, sympathy, and sensitivity to the needs of others. Empathy towards someone else can be shown by our words, facial expressions, body language, and our behavior towards others. When we show empathy towards others, we are saying to someone else, "I understand what you're going through and I care about you." We usually show empathy towards others to provide support when someone is going through a difficult time. Needless to say, showing consideration to others and being sensitive to their feelings help build strong relationships.

Directions: Follow these steps to improve your ability to show empathy towards others:

1. Figure out how the person is feeling (sad, angry, nervous, worried, etc.)? Watch the other person when they are describing their situation. Notice facial expressions, tone of voice, and body movements. They all give you clues about how this person is feeling.
2. Listen carefully to what the person is saying. Try to follow the content of what they are saying.
3. Decide on ways to show that you understand what the person is feeling such as through a gentle touch or a concerned look or gesture.
4. Review the examples below of empathetic versus nonempathetic statements and actions.

Examples of empathetic statements:

- "You seem upset."
- "I understand how you feel."
- "I can imagine how that must be for you."
- "It sounds like you're going through a rough time."
- "I see what you're saying."
- "I understand."
- "I know what you mean."

Actions or remarks that are nonempathic:

- offering unsolicited advice
- showing disapproval or disrespect
- responding in a judgmental way
- being long-winded
- taking sides
- changing the topic
- looking away while the person is talking
- showing disinterest in the other person
- "If you think you've had it rough, listen to me. My story is worse."

Role Play and Discussion

A good way to practice showing empathy is to role play a conversation. Two or more students can play different parts and be involved in the role playing while other students try to identify empathetic and nonempathetic statements and behaviors that are made.

Example: A student was counting on getting a job in the mall this summer. His application was turned down and he's worried he won't be able to find another job.

Discussing real-life situations when showing empathy helps form and strengthen a relationship.

Exercise

Developing Self-Control

Self-control is the ability to control one's behavior and emotions under stressful conditions. Self-control is shown by calmness in our voice and behavior as we react in an even-tempered way without emotional extremes of anger, sadness, or frustration.

Directions: Follow these steps when faced with a stressful situation.

1. Give yourself time to "cool off" before reacting.
2. Keep your thoughts and your body calm.
3. Think about your choices and make logical decisions.

Actions you could take to maintain self-control:

- take a deep breath and count to 10 before reacting to a stressful situation
- take a walk; leave the situation for awhile
- try to relax; visualize yourself in peaceful surroundings
- talk sensibly to yourself

Role Play and Discussion

A good way to practice self-control is through role playing and modeling behavior. Two or more students can act out a stressful situation demonstrating different methods of showing self-control. Other students can identify other methods of self-control that can be used.

Discuss examples of real-life situations when self-control could have made for a better outcome in a situation.



Common statements people say to themselves to keep in control:

- I can work this out.
- I can handle this situation.
- Relax and think this through.
- Stay calm. Breathe easily. Just continue to relax.
- I'm not going to let this thing get the best of me.
- I can stay in control.
- Getting upset won't help anything.
- Don't worry. Things will work out for the best.
- There is no point in getting mad.

Exercise

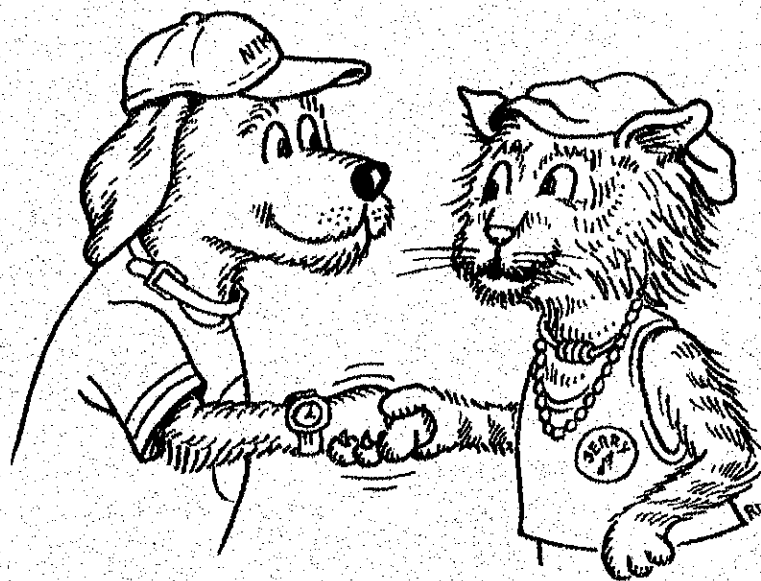
Cooperativeness

Cooperativeness is the act of showing cooperation to get along with others. Cooperativeness is shown by being helpful, waiting one's turn, sharing, trusting others, listening to others, and following instructions. When we show cooperativeness we are working or playing alongside others in a helpful, positive way.

Directions:

Follow these steps to show cooperativeness:

1. Determine if the other person may need and want help before offering help. Use verbal, facial, and behavioral cues to judge whether someone needs help (person asks for help, looks puzzled, looks as if he is struggling).
2. When playing a game or sport, show respect for the other person. Follow the rules of the game or sport. Determine who starts and wait for your turn. Congratulate the other person if he won or tell the other person he did well, even if he lost.
3. When working on a project with others, show respect for them. Determine each person's part in the project and make certain to do your share as best you can. Offer help to others, wait your turn when speaking, and be considerate of others' feelings when making comments.



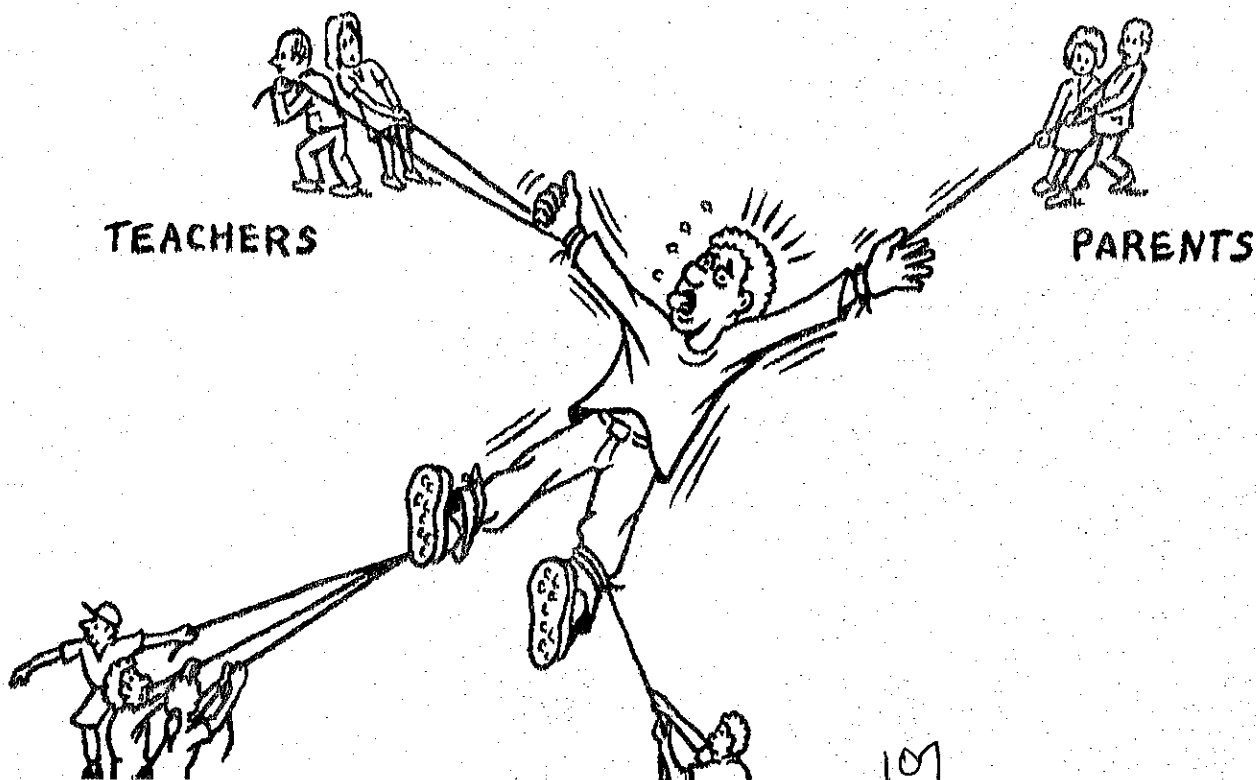
CHAPTER 9

STRESS MANAGEMENT STRATEGIES

The way in which we react emotionally to circumstances can affect our performance in school. As any athlete will tell you, you have to be in top shape mentally as well as physically to perform at your best. Most athletes use psychological strategies to help them get mentally prepared and cope with stress to meet challenges.

We have included a few of these sports psychology strategies in *Study Strategies Made Easy* to help you keep in top mental shape, while you are performing in school. The strategies we will discuss are:

- Keeping a Positive Attitude
- Using Visualization to Relax
- Handling Test Anxiety
- Managing Test Anxiety: Ideas for Students (Supplemental)
- Reaching Goals Through Affirmations



Strategy

Keeping a Positive Attitude

Life can either be seen as a bowl of cherries or a pile of pits, and whether you see things as an optimist or as a pessimist can make a big difference in your success in school. Positive thinkers usually face new challenges with energy and confidence. Unlike negative thinkers, they spend less time complaining about assignments, worrying about how they are going to get something done, and fearing bad grades. Therefore, they have a lot of mental energy available to be creative and productive.

Directions: Answer these questions about yourself to see if you are a positive or negative thinker by checking "Yes" or "No."

Yes	No	
_____	_____	1. I often enter a test situation thinking I am going to do well.
_____	_____	2. I usually start new assignments right away.
_____	_____	3. When I write reports I usually like the way they turn out
_____	_____	4. I am pretty optimistic about my grades on tests and papers.
_____	_____	5. I usually feel good about myself and about others.

If you answered "No" to most of these questions, you can probably use a good dose of positive thinking. Here's how you can begin to change your negative thoughts into positive ones.

- ✎ **Start by recognizing the types of negative thoughts you have.** We sometimes become so used to thinking one way that we don't ever recognize what we are doing. On the next page keep the diary for two days of all the negative thoughts you have. Thoughts like, "Oh my gosh, I'm going to fail this test" or "I'll never be able to study for math" or "I look awful today" count as negative thoughts.
- ✎ **Use your list of negative thoughts and write the opposite, positive thought.** In other words, change the negative thought into a positive thought. Repeat the positive thought aloud five times and then say it to yourself five times.
- ✎ **Practice thinking positive.** Once you've figured out what negative thoughts trouble you the most; turn them into positive thoughts. For many people, negative thinking has become a bad habit. Habits get stronger when we rehearse them or repeat them over and over. They get weaker when we do them less or stop them altogether. By catching ourselves thinking negatively, replacing negative thoughts with positive ones, and repeating those positive thoughts over and over, we can replace a negative thinking habit with a positive thinking habit.
- ✎ **Change your thoughts to positive ones.** If you find yourself dwelling on negative thoughts too much, stop thinking and change your thoughts to something else much as you would change the station on the radio if you didn't like the song. Remember, you have control of how you think. Negative thinking never does anyone any good, while positive thinking does wonders. You'll feel better, and you'll perform better.

Strategy

Using Visualization to Relax

Visualization is an excellent method to help you achieve relaxation. By visualizing ourselves in a restful, relaxing environment, we can remove negative thoughts from our minds and experience a calm feeling throughout our bodies. This exercise will help you focus on a scene which many people find relaxing. To do this exercise, find a comfortable, quiet place which is free of distractions.

Imagine yourself taking a walk along a fresh, clear stream of water in a beautiful valley surrounded by mountains. You stop to relax on a grassy area near the stream. You find the perfect spot to rest and you lie down and close your eyes. Imagine yourself lying there. Calm, peaceful, and relaxed. Your breathing becomes easy, your body begins to feel calm, and your mind becomes quiet. You can hear the sound of birds chirping in the distance and the water running across the rocks in the stream. You can smell the fresh scent of the grass and flowers and feel the gentle breezes of the air around you. The sun warms your body and you feel quiet and relaxed.

As you lie there you repeat these three phrases to yourself:

I feel calm and relaxed.
My mind is at ease.
My body is relaxed.

I feel calm and relaxed.
My mind is at ease.
My body is relaxed.

I feel calm and relaxed.
My mind is at ease.
My body is relaxed.

Continue with this exercise for ten minutes, occasionally repeating the relaxation phrases to yourself and visualizing the comfortable scene described above.

At other times, try to visualize different scenes that you find relaxing. Some ideas are:

- floating in a pool
- floating on a cloud
- sitting on a golf course
- lying on the beach
- lying in bed at home

Strategy

Handling Test Anxiety

Many people get nervous before a test. It is normal to worry in test situations. However, if your worrying and nervousness are interfering with your ability to concentrate and think straight, you may be suffering from test anxiety.

Some causes of test anxiety may be: a lack of confidence, overconcern about grades and doing well, pressure from others, failure to do well on tests in the past. If on the days you take tests, your palms sweat, your nerves get rattled, and your stomach is doing flips ... you may be suffering from test anxiety.

Here's the good news! Test anxiety can be helped. Here's how.

1. **Be prepared for tests by reviewing information well in advance.** Waiting until the last minute to study will only make you more nervous.
2. **Don't overemphasize the importance of any test.** For example, don't say things like this to yourself: "If I don't pass this test I will fail the course and my life will be ruined." Instead, say things like this to yourself: "This is only one of many tests I'll take. I will stay calm and do the best I can."
3. **Get a good night's sleep the night before the test.** Eat well on the day of the test.
4. **Use your visualization strategy to relax the night before and on the day of the test.** It is best to first visualize yourself in a relaxing situation and then repeat the calming phrases to yourself found on the previous page.
5. **Do the exercise on the next page to help you relax in a test situation.**

Exercise

Desensitize Yourself to Test Anxiety

Directions:

You can learn to become more relaxed before or during a test by using a process psychologists call systematic desensitization. This is really a simple process in which you relax while visualizing different test-taking scenes which cause nervousness. Follow these steps:

Look at the list of test-taking scenes that sometimes make students nervous:

1. thinking the night before about tomorrow's test
 2. waking up the morning of the test and thinking about it
 3. walking to school on the day of the test
 4. going into the classroom where you will take the test
 5. sitting at your desk with the test in front of you
 6. reading the test at your desk and answering the questions
- (Add situations of your own to this list if you like)

7. _____
8. _____
9. _____
10. _____

Now follow these steps:

1. Start your desensitization at home by finding a comfortable place to relax.
2. Next, visualize a calm, relaxing scene such as the one in the visualization strategy (lying by a stream, etc.).
3. Once you've begun to relax, switch your visual image to the test-taking scene at the top of the list. If picturing this scene makes you feel tense, stop and switch to the relaxing scene.
4. After you've relaxed again, switch back to the test-taking scene. Associate the test scene with feeling relaxed. If picturing this scene makes you feel tense, stop and switch again to the relaxing scene.
5. Once you are able to imagine a test-taking scene and can stay relaxed, move on to the next test-taking scene and try to stay relaxed again.
6. Continue until you make your way through all the test-taking scenes on your list. Keep in mind that it may take two or more sessions to get you through the whole list.

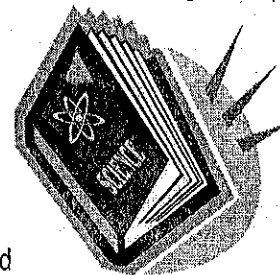
Managing Test Anxiety: Ideas for Students

Tests and quizzes are more widely used in schools than ever. Teachers rely on written examinations to show whether students have learned the information presented in the course. Colleges and universities evaluate applicants' performance on entrance examinations such as the Scholastic Aptitude Test (SAT) to judge whether these applicants are likely to be successful in their programs.

With so much depending on test results, it is no wonder that students often become anxious about taking tests. But don't worry! You can master test-anxiety and improve your performance on exams by following a simple plan: develop good study habits, use effective techniques to memorize content, take steps to reduce test anxiety, and take advantage of smart strategies when taking the test. Read through the tips below for ideas that you can use:

Effective Study Habits

It is not enough just to schedule lots of study time. You also need to make sure that you use effective study *techniques*. Some smart study tips are to:



- **Create a quiet, neat study area.** Distractions and clutter interfere with studying. Select a quiet spot where you are unlikely to be interrupted and organize it so that you can study efficiently. If space is cramped at home, use a corner of the local library or other suitable spot as your 'study haven.'
- **Study from good notes.** Your study sessions will be productive only if you are studying from a legible and complete set of notes. If your notes are incomplete, see if your teacher has a loaner set of master class notes that you can review to get the missing information. Or ask a classmate who takes thorough notes if you can borrow them.
- **Use bits of unexpected free time to study.** Carry 'pocket work' with you to review whenever you have a few minutes of free time. For example, have a set of index cards with course notes on hand that you can conveniently pull out and look at during spare moments.
- **Make a study schedule to avoid 'time-drains'.** People often don't realize how much time they spend on activities such as watching TV, surfing the Internet, talking with friends on the phone, and so on. If we aren't careful, though, we may discover that our leisure activities 'drain away' time that could have been better used for study. Create a general study schedule, with time set aside for fun activities. Then be sure to limit those fun activities to the time allotted.
- **Take advantage of your peak energy levels.** Pick the time of day when you tend to have the most energy and try to schedule your study sessions at this time. Also, study your most difficult or challenging material first, while you are still fresh. When you study at the same time each day, you will also find that studying begins to turn into a habit!
- **Create a study group.** Gather together classmates to form a study group. Groups can make studying more fun. Another advantage of groups is that its members can consult multiple sets of notes whenever a course concept is unclear. (Just be sure that your group takes studying seriously and

(a)

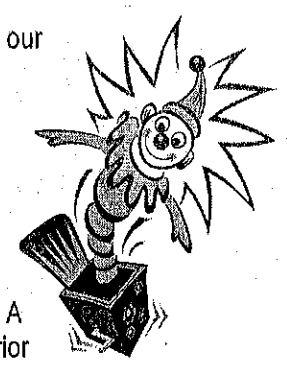
doesn't spend too much time socializing!)

- **Teach content as a 'learning check'.** A very effective way to check whether you have learned course content is to try to teach that information to another person (e.g., to a study partner). The challenge of having to put key concepts into your own words and make them understandable to others will quickly reveal whether you have truly mastered that information.
- **Recite information aloud.** One study trick is to recite important information aloud. As you say the information, you also *hear* yourself saying it. These two channels for language, *speaking* and *hearing*, help to embed the information in your memory.
- **Pose difficult questions.** When studying, stop every so often and ask yourself, "What question(s) or problem type(s) am I most afraid will be on the test?" Your answer will give you a valuable hint about what parts of the course content you still find difficult and should spend the most time studying.
- **Don't forget to review previously learned material.** As you study, you start to learn the material. But a single pass through your notes is usually *not* enough to cement learning. During each study period, set aside time (e.g., at the start of the session) to review previously learned information or concepts. Remember, review, review, review!
- **Avoid cram sessions.** Pulling all-night study sessions only tires you out and leaves you exhausted on the day of the test. (And people seldom think clearly when they are tired...) Rather than cramming your review into one or two marathon sessions, break your study up into short periods and study more frequently. Also, start studying early in the course, well before the first test, to give yourself a head start in learning the material.
- **Reward yourself.** Select an activity that you find rewarding (e.g., watching a favorite videotape, going for a walk, calling a friend). Set a contract with yourself to complete a set amount of studying (e.g., to study chemistry for 90 minutes). If you have met your short-term study goal at the end of the study period, give yourself the reward.

Tips to Reduce Anxiety About Tests

A little nervousness before a test can be good. It motivates us to work hard and put forth our best effort on the examination. When we become too anxious, though, that anxiety can undermine our confidence and interfere with our ability to solve problems. Some tips to reduce test anxiety are to:

- **Remember to take care of yourself first.** You should be sure to eat healthy foods and to get enough sleep before a test. After all, sleepy, hungry people are not in the best frame of mind to perform well on tests! You may also want to engage in moderate physical activity or exercise prior to taking the test to reduce body tension. A student who gets a full night's sleep, goes for a jog, and eats a balanced breakfast prior

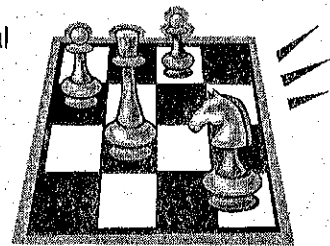


to the test will improve the odds of doing his or her best on an examination and avoiding the 'testing jitters.'

- **Take practice exams.** People are less likely to become anxious when doing something that is familiar. If your instructor gives you the opportunity to take practice exams, take advantage of the opportunity to study the tests and become familiar with their format and style. During a study period, take the practice exam under the same conditions that you would take the real exam. (For example, if notes are not allowed during the test, do not look at your notes when taking the practice exam. If the test is timed, observe the same time limit when completing the practice exam.)
- **Come prepared.** Arrive at the test site early. Make a special effort to bring all materials, including extra pens, pencils, paper, etc. By showing up on time and prepared, you will not have to waste valuable energy worrying about small details and become distracted from the real goal: doing your best.
- **Make an effort to relax periodically during the test.** During a test, you may feel yourself becoming tense or nervous. Whenever you feel the tension building, take a brief relaxation break, using whatever method works for you. Here are some simple relaxation ideas:
 - Take several deep breaths, exhaling slowly after each one. Visualize the tension draining from your body as you breathe out.
 - Tense your muscles and hold for 5 seconds, then relax. Repeat 3 times.
 - Think of a peaceful, quiet setting (e.g., the beach). Imagine yourself calm and relaxed in that setting.
- **Engage in positive self-talk.** Replace irrational negative thinking with positive self-talk. When you have studied hard for a test, for example, your confidence will be shaken if you think negative thoughts such as "I don't have a chance of passing this exam!" Instead, adopt an upbeat but realistic attitude: "I prepared carefully for this test. If I do my best, I have a good chance of passing it." One more tip: If your friends are nervous about the test, try to avoid talking with them about it. You don't want their anxiety to rub off on you!

Effective Test-Taking Strategies

Become familiar with the test that you are about to take and have a mental plan for how you will spend your time most productively during the examination. If you follow a positive plan of action as you take the test, you will be less likely to feel helpless or to be preoccupied with anxious thoughts. Here are some useful test-taking strategies:



- **Listen carefully to directions.** Make a point to listen closely to any test directions that are read aloud. Read through written directions at least twice before starting on a test section to ensure that you do not misinterpret them. Hint: If you are confused or unsure of the test directions, ask the teacher or test proctor to explain or clarify them. It is better to seek help to clear up any confusion that you may have than to run the risk of misunderstanding the directions and completing test items incorrectly.
- **Perform a 'brain dump'.** At the start of the test, write down on a sheet of scrap paper any facts or key information that you are afraid that you might forget. This 'brain dump' will help you to feel less anxious

about forgetting important content. Plus, you can consult this sheet of information as a convenient reference during the test.

- **Preview the test.** Look over the sections of the test. Think about the total amount of time that you have to complete the test. Look at the point values that you can earn on each section of the examination. Budget your total time wisely so that you don't spend too much time on test sections that contribute few points to your score.
- **Multiple-choice: Don't get sidetracked looking for patterns of answers.** Some people claim that students can do better on multiple-choice tests if they look for patterns in the answers. For example, the advice is often given that, on questions with four possible answers, teachers most frequently choose "C" as the correct response. In rare cases, such patterns may actually exist--but it is never a reliable strategy to count on tricks and short cuts to do well on a test. Instead, your best bet is to study hard and rely on your own knowledge of the subject to do well.
- **Multiple-choice: Don't rush.** On multiple-choice items, force yourself to read each possible choice carefully before selecting an answer. Remember, some choices *appear* correct at first glance but turn out to be wrong when you take a closer look.
- **Essay questions: Underline key terms.** Before writing your essay, it is a good idea to underline important terms that appear in the test question as a check on your understanding. Words such as *compare*, *contrast*, *discuss*, and *summarize* will give you clear direction on the form that your essay should take and the content that it should include.
- **Essay questions: Outline your answer before you write it.** No teacher wants to read a rambling essay that fails to answer the test question. You can improve the quality of your essay by first organizing your thoughts into a brief outline on scrap paper before you write it. Even a few short minutes of planning time can significantly improve the readability and organization of your essays. And don't forget to write neatly!
- **When in doubt...guess!** If the test does not penalize guessing, be sure that you write in a response for each test item, even if you don't know the answer.
- **Skip difficult items until last.** On timed tests, you should avoid getting bogged down on difficult items that can cause you to use up all of your time. Instead, when you find yourself stumped on a tough test item, skip it and go on to other problems. After you have finished all of the easiest test items, you can return to any skipped questions and try to answer them.
- **Use leftover time to check answers.** If you finish a test early, use the remaining time to check your answers. On multiple choice items, check to see that you answered all questions. Reread each written response to make sure that it makes sense, uses correct grammar, and fully answers the question.

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Strategy

Reaching Goals through Affirmations

Affirmations are positive statements we recite to ourselves to help us stay focused on important goals. Psychologists believe that we are more likely to reach our goals if we consistently focus on them.

For example, if you wanted to become more outgoing and friendly towards others, you might recite the following affirmation as a reminder: "I will say hello to others and speak to them in a friendly way." If you wanted to focus on paying better attention in class, you might recite the following affirmation: "I can listen closely to the teacher."

Affirmations allow us to focus on a specific goal. They work best when we get relaxed and repeat them to ourselves over and over. Through frequent repetition, the goal embedded in the affirmation is given a high priority throughout the days, weeks, or months that you recite the affirmation.

Remember, affirmations are **positive** statements about yourself, not negative ones.

Directions:

1. Use the spaces below to write three to five affirmations for yourself.
2. Take 1-3 minutes each day for about a week, close your eyes, and recite one or two of the affirmations written below to yourself.
3. After one week, pick another one or two affirmations and recite those to yourself 1-3 minutes per day for another week.

1. _____

2. _____

3. _____

4. _____

5. _____