

8105DV

**STUDY SKILLS  
FOR PEOPLE  
WHO HATE  
TO STUDY**

DVD Version

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# STUDY SKILLS FOR PEOPLE WHO HATE TO STUDY

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# STUDY SKILLS FOR PEOPLE WHO HATE TO STUDY

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# STUDY SKILLS FOR PEOPLE WHO HATE TO STUDY

## DVD MENU

### MAIN MENU

### PLAY

### CHAPTER SELECTION

From here, you can access many different paths of the DVD, beginning with the introduction and ending with the credits.

1. Introduction
2. Disorganization
3. Procrastination
4. Distraction
5. Review and Conclusion

### TEACHER'S RESOURCE BOOK

A file of the accompanying Teacher's Resource Book is available on the DVD. To open the file you need to load the DVD onto a computer that has a DVD-ROM and Adobe Acrobat Reader. Right click on the DVD icon and then double click on the file titled "Teacher's Resource Book."

It's no wonder that so many students seem to fall apart when it comes to managing their schoolwork. They carry heavy academic course loads, participate in sports and other extracurricular activities, do volunteer work, hold down part-time jobs, participate in family activities, socialize and more. A good portion of their days are broken into a sequence of 40-minute segments—otherwise known as classes. For each class, students must make certain they have the right notebook, textbook, homework and gear. Most adults would be daunted by the sheer magnitude of what a typical student must organize, manage and juggle.

Besides struggling with organization, many students are plagued with psychological issues related to studying as well. Procrastination is an ongoing struggle for many students. Temptations abound everywhere they turn—television, e-mail, cell phone, instant messaging and more. Once students finally sit down to work, distractions continue to beckon, interrupting the flow of ideas and destroying their momentum.

To compound these problems, many students do not get nearly enough rest and are sleep-deprived. This, combined with the fatigue of long days spent at school, can seriously interfere with a teen's ability to focus and concentrate.

Fortunately, even students who have great difficulty in studying and completing their schoolwork can learn new ways of getting their work done. They can develop organizing techniques, cultivate new habits, fight procrastination successfully and develop simple strategies to keep themselves focused and goal-oriented.

*Study Skills for People Who Hate to Study* introduces viewers to basic work habits and attitudes that make studying easier and more productive. It emphasizes making the most of study time by working on focus and concentration. Difficulties in executive function are discussed and addressed. *Study Skills for People Who Hate to Study* reassures struggling students that they can develop habits and strategies that will enable them to study and work efficiently.

LEARNING OBJECTIVES

After watching the video *Study Skills for People Who Hate to Study* and participating in the class activities included in this Teacher's Resource Book, your students will be able to:

- understand that poor study skills are a common problem
- identify three main roadblocks to effective studying: disorganization, procrastination and distraction
- recognize that planning, time management and concentration are required for effective studying
- understand the concept of executive function
- develop strategies for fighting procrastination
- recognize that skills for effective studying can be learned
- realize that effective study skills can free up time for leisure activities and make those activities more enjoyable
- understand and use three tools for effective review: recitation, repetition and rhythm

As the program opens, Hillary, Cameron, Aidan and Ariella arrive at Jeannine’s house to pick her up for a day at the beach. Dejectedly, Jeannine says she has too much schoolwork and can’t go with them. Her friends are confused—she stayed home last weekend so she could get her work finished, freeing her for the beach trip. When her friends ask what happened, Jeannine recounts a tragicomic tale of her unsuccessful attempts to do her work—attempts thwarted by misplaced papers, instant messages, online computer games and the lure of an old movie on television.

Ariella points out that Jeannine’s executive function does not appear to be working too well. She explains that executive function is like a control panel in the brain that helps us plan, organize and focus on tasks we need to accomplish. Some people have well-developed executive function while for others, executive function is less effective.

Aidan explains that executive function helps us avoid the “Big Bad Three”—disorganization, procrastination and distraction. The four friends offer to be Jeannine’s executive function that day, delaying their departure for the beach until she has managed to accomplish her work. Jeannine gratefully accepts the offer.

Ariella checks out Jeannine’s backpack, which is packed with a variety of things, including a banana peel and a sandwich, both in an advanced state of ripeness. Jeannine confesses that, rather than recording assignments in her planner or with her class notes, she usually writes her homework assignments on random sheets of paper and stuffs them into her pockets. The group discusses different ways to keep track of assignments, due dates, and schedules. Ariella talks about the importance of routines and Aidan describes his own routine of reviewing his assignments and updating his master plan calendar when he gets home. Ariella describes how to create and use to-do lists and Hillary talks about color-coding. Viewers are asked: **What are some things you do to organize yourself? What works for you?** (At this point, the program can be paused for discussion.)

When the program resumes, Jeannine bemoans the procrastinating habits that got her into trouble. Aidan points out that everyone procrastinates from time to time, but there are ways to overcome it. The friends present their Top Ten Tips to fight procrastination.

- Tip 1: Shape Your Space
- Tip 2: Treat Yourself
- Tip 3: Mix It Up

Hillary points out that the first three tips involve rituals that are designed to help you get into work mode. They're sort of like routines, only more specific—maybe a little more personal. Cameron notes that sometimes, rituals aren't enough to get you working. Then you can try some of the other tips:

- Tip 4: Go Away (change of scenery)
- Tip 5: Exercise (for 15 minutes)
- Tip 6: Take a Nap (for 20 minutes)
- Tip 7: Positive Self-Talk
- Tip 8: Give Yourself a Break
- Tip 9: Get Your Friends to Help
- Tip 10: Focus on Fun

Following the Top Ten list, viewers are asked: **What are some things you do to deal with procrastination? What works for you?** (At this point, the program can be paused for discussion.)

When the program resumes, Jeannine is set up for work on her English assignment at her kitchen table. Aidan is her coach. He tells her she has about 40 minutes to outline some ideas for her English paper and another 20 minutes to start reviewing her history notes. Then it's off to the beach.

When Jeannine worries about her tendency to get distracted, Ariella advises her to retreat: shut off her cell phone and sign out of chat. She also recommends mini-breaks every 15 to 20 minutes—time enough for a quick stretch or snack, but not long enough to break the momentum. The idea, Ariella points out, is to achieve something called flow, where the ideas are coming, the focus is there and you're accomplishing a lot in a short time because you're really concentrating.

In fast-forward mode, Jeannine reviews her English assignment sheet, reads over her class notes and looks at the play. Viewers hear her thinking about the assignment, which is: *Pick one force that moves the action of Romeo and Juliet to its tragic end. Identify and describe that force. Explain how it influences the characters and events of the play.*

Cameron brings Jeannine a snack and inquires how she's doing. She says she's been thinking, and he gets her to promise that when he comes in again, she'll have something written down. Jeannine decides to use a graphic organizer to start mapping out her paper. In the middle, she writes "*tragic end*" and around that, she identifies several forces that bring them closer to their destiny.

A timer goes off. Hillary and Cameron come in to check on Jeannine. They commend her on her progress and announce that it's time to switch to history review. Ariella suggests that to review her notes, Jeannine can use a more active approach: stand up, walk around and use the Three R's of Review strategy: recitation, repetition and rhythm. You read and talk aloud; you repeat things several times; and you try to build in some fun rhythms. Jeannine is skeptical, but Aidan volunteers to work with her, as he needs to study for the same test. Together, Aidan and Jeannine go over notes about the Civil War.

The timer sounds again, signaling that study time is over and it's time for Jeannine and the group to reap their reward: a day at the beach. To conclude, the video's teens summarize the main points of the program.

ABOUT THE ACTIVITIES

The activities in this TRB will help students hone their study skills by reinforcing the concepts that were highlighted in the program. Using these worksheets, students will identify areas they need to work on and apply those concepts they find relevant to their particular issues and needs.

Below is a list of activities with brief descriptions of how they are to be used.

1. Pre/Post Test Have students complete this true/false questionnaire before they view the program and again at the conclusion of the unit. This will help you determine how much students have learned after watching the video and participating in the class activities.
2. Video Discussion Students can use this form to write notes each time the program stops for discussion. Alternatively, if you prefer not to pause the program, you may instruct students to write their responses as homework and share them in class the next day.
3. Viewing Guide This form is designed to help students focus on the main points of the program. Copy and distribute this page before presenting the video.
4. Rituals and Routines Students write about rituals and routines that will help them study and share their thoughts with a partner.
5. Study Issues Profile Students can complete this self-assessment after viewing the program.
6. Personal Goals Based on the self-assessment, students can formulate their own personal goals in each of three areas: organization, time management and focus.
7. Reflection Journal Students keep a journal to track their goals and reflect on their study habits.
8. Your Own Calendar A calendar template to help students create and keep track of a master schedule.
9. To-Do List A form for listing, prioritizing and checking off tasks.

# STUDENT ACTIVITIES

## Pre/Post Test

Decide whether the following statements are true or false.

1. TRUE or FALSE: It's best to study in a quiet place. \_\_\_\_\_
2. TRUE or FALSE: Procrastination is a character disorder. \_\_\_\_\_
3. TRUE or FALSE: It's a bad idea to play music while you are studying. \_\_\_\_\_
4. TRUE or FALSE: Reading your notes aloud can help you remember them. \_\_\_\_\_
5. TRUE or FALSE: Texting and chatting online while you are studying can sharpen your mind and improve your ability to focus. \_\_\_\_\_
6. TRUE or FALSE: It's best to work straight through until you finish with all of your studying. \_\_\_\_\_
7. TRUE or FALSE: Exercise can help you concentrate. \_\_\_\_\_
8. TRUE or FALSE: Establishing routines can help you get organized. \_\_\_\_\_
9. TRUE or FALSE: Even people who tend to be disorganized can learn organizing skills. \_\_\_\_\_
10. TRUE or FALSE: Frequent short breaks can help you work more efficiently. \_\_\_\_\_

*The Answer Key for this activity appears on the next page.*

## Answer Key

- |     |  |       |
|-----|--|-------|
| 1.  | TRUE or FALSE: It's best to study in a quiet place.  | FALSE |
| 2.  | TRUE or FALSE: Procrastination is a character disorder.  | FALSE |
| 3.  | TRUE or FALSE: It's a bad idea to play music while you are studying.   | FALSE |
| 4.  | TRUE or FALSE: Reading your notes aloud can help you remember them.  | TRUE  |
| 5.  | TRUE or FALSE: Texting and chatting online while you are studying can sharpen your mind and improve your ability to focus. | FALSE |
| 6.  | TRUE or FALSE: It's best to work straight through until you finish with all of your studying.                              | FALSE |
| 7.  | TRUE or FALSE: Exercise can help you concentrate.  | TRUE  |
| 8.  | TRUE or FALSE: Establishing routines can help you get organized.   | TRUE  |
| 9.  | TRUE or FALSE: Even people who tend to be disorganized can learn organizing skills.  | TRUE  |
| 10. | TRUE or FALSE: Frequent short breaks can help you work more efficiently.   | TRUE  |



Use the following questions to guide your viewing of the program. Jot down the answers as you notice them.

1. Why does Jeannine decide that she can't go to the beach with her friends?

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2. What is executive function?

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3. What are the Big Bad Three barriers to effective studying?

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4. Name three ways people can keep track of schedules, assignments and projects.

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5. What are routines?

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6. Name your choice of the top three of the Ten Tips to Fight Procrastination.

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7. Name two things people can do to minimize distractions when they are studying.

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8. What is the meaning of the term graphic organizer?

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9. Name three techniques that are useful when reviewing notes and readings for a test.

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*The Answer Key for this activity appears on the next page.*

## Answer Key

Use the following questions to guide your viewing of the program. Jot down the answers as you notice them.

1. Why does Jeannine decide that she can't go to the beach with her friends?  
*She has work to do that she was supposed to finish the previous weekend.*
2. What is executive function?  
*Executive function refers to the processes in the brain that allow us to plan, follow through and concentrate.*
3. What are the Big Bad Three barriers to effective studying?  
*disorganization, procrastination, distraction*
4. Name three ways people can keep track of schedules, assignments and projects.  
*Answers will vary and may include: calendars, to-do lists, assignment pads, color-coding, PDAs*
5. What are routines?  
*Routines are patterns of behavior we establish to make life easier and more organized.*
6. Name your choice of the top three of the Ten Tips to Fight Procrastination.  
*Answers will vary. The Ten Tips are: 1/Shape Your Space; 2/Treat Yourself; 3/Mix It Up; 4/Go Away (change of scenery); 5/Exercise; 6/Take a Nap; 7/Positive Self-Talk; 8/Give Yourself a Break; 9/Get Your Friends to Help; and 10/Focus on Fun*
7. Name two things people can do to minimize distractions when they are studying.  
*Answers will vary and may include: shut off cell phone, sign out of chat, use a timer or take short breaks every 15-20 minutes.*
8. What is the meaning of the term graphic organizer?  
*A graphic organizer is a visual aid—like a chart or diagram—that helps you think of and organize information.*
9. Name three techniques that are useful when reviewing notes and readings for a test.  
*recitation, repetition, rhythm*



PART ONE: Mark each item on a scale from 1 to 5, depending on how true it is for you.

5 = always 4 = often 3 = sometimes 2 = hardly ever 1 = never

1. \_\_\_\_\_ My backpack is so heavy that it's hard to carry.
2. \_\_\_\_\_ My locker looks like a landfill.
3. \_\_\_\_\_ I write assignments down in lots of different places
4. \_\_\_\_\_ I forget to write down assignments.
5. \_\_\_\_\_ I do homework that I don't turn in.
6. \_\_\_\_\_ I have trouble keeping track of my schedule.
7. \_\_\_\_\_ It's a struggle to get ready, get out of the house and get to school on time.
8. \_\_\_\_\_ I can't enjoy my leisure activities because I'm thinking about the work I should be doing.
9. \_\_\_\_\_ Even if I'm not getting any work done, I sit and stare at the paper or monitor.
10. \_\_\_\_\_ I wait until the last minute to do assignments.
11. \_\_\_\_\_ I find ways to avoid getting down to work.
12. \_\_\_\_\_ I make great plans, but I have trouble carrying them out.
13. \_\_\_\_\_ It's hard for me to concentrate when I study or do homework.
14. \_\_\_\_\_ If I'm doing research on the Internet, I tend to get sidetracked to sites that have nothing to do with my task.
15. \_\_\_\_\_ I have trouble deciding what to do in order of importance.
16. \_\_\_\_\_ I fall asleep when I'm doing schoolwork.
17. \_\_\_\_\_ I have trouble organizing my thoughts to write a paper.
18. \_\_\_\_\_ My e-mail and phone interrupt me when I study.

*This activity is continued on the next page.*

PART TWO: Next to each item, write the number you wrote for that item. Then add up each column.

Disorganization vs. Organization	Procrastination vs. Good Time Management	Distraction vs. Concentration
1. _____	7. _____	13. _____
2. _____	8. _____	14. _____
3. _____	9. _____	15. _____
4. _____	10. _____	16. _____
5. _____	11. _____	17. _____
6. _____	12. _____	18. _____
Total: _____	Total: _____	Total: _____

The higher your score, the more difficulties you have in the three areas indicated by the column heads: organization, time management and concentration.

You can use this information to set goals for yourself. Continue on to the *Personal Goals* activity to set personal goals.

Based on the results of your Study Issues Profile, write one to three goals for each area in which you need to do better. Follow these guidelines:

Break your goals into small steps

Look at these goals and see the difference between them. The first one is too vast, but the second one gives a good example of a step-by-step approach.

Time Management Goal /Example 1:

*I will finish researching my term paper well ahead of the due date.*

Time Management Goal /Example 2:

*On Monday, Wednesday and Thursday evenings I will spend one hour researching my term paper so that my research will be done by Friday.*

Make your goals specific and observable.

Look at these two goals. The second one is specific and observable.

Organization Goal /Example 1:

*I will work harder to keep my backpack neat.*

Organization Goal /Example 2:

*I will spend 10 minutes each night organizing my backpack for the next day.*

Make your goals manageable and achievable.

Compare these two goals. Which is more manageable and achievable?

Concentration Goal /Example 1:

*I will cut out all computer games except on weekends.*

Concentration Goal /Example 2:

*I'll limit myself to two games a night on weekdays.*

Use the space below (and the back of this page if needed) to chart your own personal goals.

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Use this log to record how you are doing on your goals and reflect on your successes, challenges, plans and progress.

Today's date: \_\_\_\_\_

Something I accomplished:

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Something I wanted to accomplish but didn't:

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Something I am proud of:

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Something I wish I had done differently:

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Something I will do to make tomorrow a positive, productive day:

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**YOUR OWN CALENDAR**

You can use this template to make your own master calendar where you write down all your appointments and assignments.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

*This activity is continued on the next page.*

Here is an example of how your calendar might look:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
B-ball practice	B-ball practice	Home game	B-ball practice		English reading on bus! Away game	Mom's birthday
Get history topic approved B-ball practice		Math test B-ball practice	English quiz Away game		Finish history research	
B-ball practice	B-ball practice	Finish history outline Home game	B-ball practice Start history paper	am: meet with Ms. L about Eng paper B-ball practice	4 pm Dentist!	Finish writing history paper
Start Eng. paper B-ball practice	Bio study group B-ball practice	Bio study group History paper due Away game	[Basketball?]	Bio test [Basketball?]		
English paper due Math review	Math review	math test	All-day assemblies, seminars	NO SCHOOL!	BIRTHDAY!!!	

A to-do list commonly has three main elements: a list of what needs to be done, an indication of the urgency of each item on the list and a way to indicate when a task has been completed. Here is a template you may find useful.

Done!	Priority	Item
_____	low med high	1. _____
_____	low med high	2. _____
_____	low med high	3. _____
_____	low med high	4. _____
_____	low med high	5. _____
_____	low med high	6. _____
_____	low med high	7. _____
_____	low med high	8. _____
_____	low med high	9. _____
_____	low med high	10. _____

# FACT SHEETS

*Executive function* refers to the mental processes that help us structure and organize our behavior. Our executive function allows us to make a plan, decide what we need to do to accomplish that plan, and follow the plan through to completion.

Problems with executive function often occur in people who have attention deficit hyperactivity disorder (ADHD). These individuals often have deficiencies in brain chemicals called neurotransmitters. Medication can be helpful for people with ADHD.

It is important to recognize that difficulties with executive function are not limited to those with ADHD. Many people have trouble keeping track of what they need to do, making and sticking to schedules, managing projects, organizing their personal possessions and work materials, completing work on time and so on. Most people can benefit by learning strategies to aid executive function.

For ideas on strengthening executive function, see the following fact sheets:

*Get Organized*

*Manage Your Time*

*Work on Your Concentration*

*Top Ten Tips to Fight Procrastination*

If your life is filled with clutter, or if you can't find things, then it's likely that you need to get organized. Here are some tips to help you learn organizational skills:

### Organize your papers.

Organize your papers. Make sure you have a separate notebook or a separate section in a loose-leaf binder for every subject you take. Write everything for each class in its notebook or section. Also, for every subject, keep a folder where you can put handouts and other loose pages. Color-coding your notebooks and folders can help.

### Organize your backpack.

Don't let stuff accumulate in your backpack. Each day when you get home, clean out your backpack. Throw away trash and whatever you don't need. Before you go to bed, make sure that everything you'll need at school the next day is in your backpack, neatly placed where you can find it easily.

### Organize your locker.

Clean it out regularly—at least once a week. Throw out trash and take home whatever you don't need. Don't use your locker as an extension of your closet. Piled-up clothes take up room and make it harder to find the things you need. You might want to try a locker organizer. They don't cost a lot and they give you a little extra storage space.

### Organize your workspace.

Remove clutter, make sure you have all the supplies you need and keep your workspace clean.

### Organize your schedule.

Keep a master calendar and record everything you have to do on that calendar. Transfer assignments from your assignment book. Don't forget to write in social events such as parties, sports events and trips.

If you're always late, or if you put off your assignments until the last minute, or you always feel like you're falling behind, then you need to learn to manage your time. Here are some tips that can help you be a more successful time manager:

## Set up a system to keep track of all the work you have to do.

This may mean something as simple as writing all your assignments in your planner. It also could mean using a computer calendar, a computer-based project management system or a PDA. Figure out a system that works for you.

## Set priorities.

Decide which things are most important to do first and which can wait. If you have too many competing priorities, ask a guidance counselor to help you figure out how to make decisions about what to do, in what order.

## Plan backwards.

Think about how long you will need to complete assignments. For long-term assignments, write down the due date. Then work backwards, figuring out what you need to do each day between now and the due date to complete the assignment.

## Fight procrastination.

Putting work off until the last minute leads to stressful, rushed work sessions and that awful feeling of having something constantly hanging over your head. By eliminating procrastination, you can enjoy your leisure more. For tips on fighting procrastination, see the *Top Ten Tips to Fight Procrastination* fact sheet.

## Make checklists and to-do lists.

Do this each day. Pick a regular time to write your list—first thing in the morning or last thing at night works well for most people. As you go through your day, check off the items that you have completed and scan what is left to make sure you have your priorities straight.

**WORK ON YOUR  
CONCENTRATION**

If you sit down to work and then your mind turns blank, or if you can't resist chatting with your friends when you should be studying, then you are easily distracted. Here are some tips to help you learn to how to focus and concentrate:

### Eliminate distractions.

Turn off your cell phone. Sign out of chat. Stay away from games.

### Get enough sleep.

Sleep deprivation is a big factor in loss of concentration.

### Exercise.

A walk, a run, even just dancing around your room to your favorite music can wake up your brain and get you ready to work.

### Use music.

Music is not just good for a quick wake-up. Playing music while you work can help you focus—provided it is not music that distracts you. Music without words is usually best.

### Use timers.

A kitchen timer or alarm clock can help you stay in working mode. Give yourself 20 minutes to complete a task. Set the timer and make yourself focus and work hard for that amount of time. Then take a brief break and start over again.

### Get help from your friends.

Ask them to check in at regular intervals—as if they are human “timers.” You might also consider forming work or study groups so you can give each other moral support.

### Reward yourself.

Promise yourself a treat of some kind when you finish—five or ten minutes of listening to music, a snack, a phone call or a quick video game.

ADHD stands for *attention deficit hyperactivity disorder*. People with ADHD have imbalances in brain chemicals called *neurotransmitters*.

ADHD can look different in different people. One person may be wound up and hyper, while another may be a slow-moving daydreamer. Someone else may be impulsive, unpredictable and prone to mood swings. It can be hard for people with ADHD to learn, accomplish necessary tasks and manage social situations.

From time to time, we all are impulsive, absent-minded, inattentive, overactive or moody. But people with ADHD exhibit these behaviors constantly, and their behavior interferes with school, work and relationships.

ADHD does not indicate low intelligence, low ability or a character defect. Many people with ADHD are highly intelligent and able. Their problematic behavior is due to a biochemical imbalance, not to irresponsibility or stubbornness.

People with ADHD can be helped. Medications can offset chemical imbalances in the brain. Behavior therapy can help with issues like procrastination and impulse control. In addition, educational counseling can help with time management, organization, note taking, study skills and memorization.

Students with ADHD may be eligible for special education services. In the United States, the educational rights of students with ADHD and other learning disabilities are defined by The Individuals with Disabilities Education Act 2004 (IDEA). Information on this act can be found at: <<http://ldonline.org/features/idea2004>>.

The rights of individuals with learning disabilities are further defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Information on these can be found at <<http://www.hhs.gov/ocr/504.html>> and <<http://www.ada.gov>>.

**TOP TEN TIPS TO FIGHT  
PROCRASTINATION**

1. **Shape Your Space!**  
Pick a work area. Set it up the way you like it. For some, it's a nice clean desk where it's quiet. For others, it might be the kitchen table.
2. **Treat Yourself.**  
Make a cup of tea or a smoothie. Set out some candies or nuts.
3. **Mix It Up.**  
Make a study mix. Pick music that does not have words, and make it your music to study by. After a while, hearing the music will help you work.
4. **Go Away.**  
A change of scenery can help. Grab your gear and work in a park...a coffee shop...a library. Try to avoid going where your friends are hanging out.
5. **Exercise.**  
For 15 minutes or so, do something energizing. Go for a run. Dance to your favorite song. That may enable you to swing right into your schoolwork.
6. **Take a Nap.**  
Restless? Can't settle down? You may be sleep-deprived and not even know it. A 20-minute nap can do the trick.
7. **Positive Self-Talk.**  
Replace negative messages with positive ones, like "I can sit down, concentrate and get this done," or "I have good ideas that I can communicate to other people."
8. **Give Yourself a Break.**  
Allow yourself a little controlled procrastination. Play one game. Text a friend. But promise yourself that afterwards, you'll get down to it. Then follow through.
9. **Get Your Friends to Help.**  
Get a friend to call you every 20 minutes or so to make sure you're working and see how far you've gotten.
10. **Focus on Fun!**  
Think about the pressure-free good times you'll have when you get your work out of the way.

Learning styles are different ways of learning. Your learning style refers to the way you process and retain information most effectively. Learning styles can be viewed as three main types: visual, auditory and tactile/kinesthetic. You can draw from all three styles, or one style may predominate for you.

Visual learners learn through seeing.

- ✓ They respond to diagrams, illustrations, charts, graphs, PowerPoint presentations and graphic organizers.
- ✓ They remember things by reading them better than by hearing them.
- ✓ They often think in pictures.
- ✓ They remember things by visualizing them.
- ✓ They tend to take notes during class.
- ✓ They appreciate it when the teacher provides handouts.
- ✓ They are tuned in to facial expression and body language.
- ✓ They prefer to study somewhere quiet and free from visual clutter.

Auditory learners learn through listening.

- ✓ They like lectures, discussions and conversations.
- ✓ They remember things by hearing them better than by reading them.
- ✓ They enjoy songs and music.
- ✓ They remember things by making up songs about them.
- ✓ They are tuned in to tone of voice, loudness and other things they can hear.
- ✓ They prefer to study with background noise or music.
- ✓ It helps them learn to read text aloud.

Tactile/kinesthetic learners learn through moving, doing and touching.

- ✓ They like hands-on learning.
- ✓ They learn best when they can actively explore the physical world around them.
- ✓ Sitting still for long periods is uncomfortable and distracting.
- ✓ They need to take frequent study breaks so they can move around.
- ✓ Physical “fidgeting” such as twirling a pencil or doodling helps them to concentrate.
- ✓ They tend to enjoy sports.
- ✓ Music, background sound and chewing gum can help them concentrate.

Most people learn in three main modalities:

1. **Visual learning** occurs when we take in and make sense of information mainly by seeing it.
2. **Auditory learning** occurs when we process information by hearing it.
3. **Kinesthetic learning** happens when we process information through movement and action.

Most of us tend to overuse our visual learning and we don't make enough use of our auditory and kinesthetic learning abilities. To maximize learning, it is best to engage all three learning modalities. The three R's of Reviewing will help you do that.

### Recite

Don't just use your eyes. Use your voice. Read aloud. Talk to yourself. Sounds weird, but it can really help to hear the words as well as to see them. If something doesn't make sense, you're more likely to notice it.

Working with a study partner, you can read aloud to each other. It can be helpful to hear someone else say the words.

### Repeat

Think about how you remember the name of someone you just met or a new telephone number. Usually you need to hear it and say it and use it several times before it sticks.

Don't read and speak something only once. It helps you remember when you repeat things. You can read the same material several times over in succession. You also can return to the material and read it another day.

### Give It Rhythm!

A catchy beat helps memory, too. Think how easy it can be to remember your favorite songs. Rhythm can be especially helpful when you're trying to remember lists of things: dates, places, people, etc.

The rhythm doesn't have to be just in your voice. Get up and walk around. Move to the beat. Get your body into it to get the benefits of kinesthetic learning.

If you can get some rhyme in with your rhythms, that's even better. Your brain is wired to respond to rhyme. When you attach a rhyme to the content you are trying to remember, you're much more likely to retain it.

Homework Organization for Students (and Their Parents)

<[http://ezinearticles.com/?Homework-Organization-For-Students-\(And-Their-Parents\)&id=1438369](http://ezinearticles.com/?Homework-Organization-For-Students-(And-Their-Parents)&id=1438369)>

How to Be Organized

<<http://www.wikihow.com/Be-Organized>>

In 30 Days, You Can Get Organized

<<http://www.self.com/tips/organized>>

Let's Get Organized!

<[http://www.cdl.org/resource-library/articles/lets\\_get\\_organized.php](http://www.cdl.org/resource-library/articles/lets_get_organized.php)>

Middle School Students: Get Organized!

<<http://www.aie.org/MiddleSchool/Planning/getorganized.cfm>>

Organizational Problems and the Beginning of the School Year

<<http://www.ldonline.org/article/16281>>

Organizational Skills for Students with Learning Disabilities:  
The Digital Master Filing System

<<http://www.ldonline.org/article/24228>>

School Organization Tips for Students with ADHD or Learning  
Disabilities

<<http://www.additudemag.com/adhd/article/760.html>>

Teaching Time Management to Students with Learning Disabilities

<<http://www.ldonline.org/article/23676>>

The First Year: Helping Students Get Organized

<<http://www.learnnc.org/lp/editions/firstyear/256>>

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