

General Study Skills:

- [Study Skills Checklist](#) This is a checklist students can use to provide them with a basic self assessment of their current study habits, so they can identify the study skill areas they need to improve upon.
- [Using Studying Groups](#) This resource lists the advantages of study groups and the strategies for making them effective.
- [Using Effective Time Management to Optimize Your Studying](#) These are time management strategies to help students better manage their study time on a daily, weekly and semester basis.
- [Finding a Good Study Location](#) This resource provides general guidelines for selecting a study location.
- [Study Skills Package](#) This is a three-step intervention that will help students: organize an assignment notebook, maintain a school calendar and prepare neatly completed assignments.
- [Short Videos on Study Skills](#) This is a website that provides short ten minute video sessions on ways to help improve study skills.

Note Taking:

- [The Cornell System for Simple Note Taking](#) This resource walks students through the steps of the Cornell System for Simple Note Taking which will enable students to save time and maximize the effectiveness of their note taking.
- [Improving Your Note Taking](#) This resource provides students with simple tips to improve their note taking skills immediately.

Reading Strategies:

- [Strategies for Reading Textbooks](#) This resource will provide students with strategies on how to read and use their textbooks effectively.
- [Improving Reading Comprehension](#) This is a resource that provides tips and strategies for students who struggle with reading comprehension.
- [SQ3R Strategy](#) This resource helps students better understand the SQ3R method to help strengthen their reading muscles.

Studying for Math:

- [A Guide for Studying Math](#) This resource provides students with tips and study skills they need to know in order to do well in math.
- [Solving Math Word Problems](#) This resource will walk students through the SQRQCQ method to help them better solve math word problems and how to make these types of problems easier and less intimidating.

Goal Setting:

- [Setting and Achieving Goals](#) This is a resource to help students set and achieve goals by following “The Three W’s of Goals.”

Improving Listening Skills:

- [Listening Skills](#) This is a resource that will provide tips and strategies to help students become more attentive listeners.
- [Help Signal](#) This is a flexible procedure that the struggling student can use to get teacher assistance during independent seatwork without disrupting others in the process.

Test Anxiety:

- [Test Anxiety: Classroom Tips](#) This is a 4 step approach to help students become better test takers.

Organization:

- [Developing Kids' Organizational Skills](#) This is a list of strategies put together by the Coordinated Campaign for Learning Disabilities that provides strategies that parents can use to help their child develop good organizational skills.
- [Guide Sheet](#) This is the H.O.W. Guide to heading a paper correctly at the middle school level (and beyond).

Group Work Checklist

Points:

2 points: Most of the time

1 point: Sometimes

0 points: Not at all

	<u>What I think...</u>	<u>Why...</u>	<u>What my teacher thinks...</u>
I listened to, acknowledged, and considered differing opinions			
I shared the workload			
I gave positive feedback			
I asked relevant questions			
I willingly worked with others			
I considered both the immediate and long-term effects of my actions on others			
I respected the rights and property of others			
I worked with others to resolve conflicts			

TIME MANAGEMENT CHECKLIST

		HOPS Session Date								
Test & Quiz Recording		Points								
1. Student recorded an upcoming test or quiz in planner at least 1 day in advance in <i>general terms</i> (e.g., test today).	2									
2. Student recorded upcoming test or quiz in planner at least 1 day in advance in <i>specific terms</i> (e.g., listed pages covered).	3									
Test & Quiz Studying		Points								
1. Student <i>designated a time to study</i> for an upcoming test at least 1 day in advance of the test (e.g., study for test today).	4									
2. Student designated a time to study and recorded the <i>amount of time</i> to study (e.g., study for science, 30 minutes).	5									
3. Student designated a time to study and recorded the <i>study method</i> (e.g., outline chapter 4 or make flash cards for math).	6									
4. Student designated a time to study and recorded the amount of time <i>and method</i> (e.g., study flash cards for 20 minutes).	7									
Long-Term Projects		Points								
1. Student recorded in planner an upcoming project at least 1 week in advance of project due date.	4									
2. Student recorded in general terms a specific day to work on a project at least 1 day in advance of due date (e.g., work on project).	5									
3. Student recorded a specific day to work on a project at least 1 day in advance of due date and listed a specific activity (e.g., research topic on computer).	6									
4. Student broke down a project into at least two separate tasks and assigned deadlines for each (e.g., do computer research by 6/12/10 and write rough draft by 6/22/10).	7									
Evening Schedule		Points								
1. Student completed an evening schedule.	3									
2. Student recorded a specific amount of study time or homework time on the evening schedule.	4									
3. Student recorded a specific amount of study or homework time and recorded the specific activities to be completed.	5									
Total Time Management Points Earned										

Note: Students earn points for the highest criterion met in each section of the checklist. Record the class subject for which the criterion was met in the blank: Math, Science, History, or Language Arts. Students can earn points for the same criterion for multiple class subjects (e.g., records an upcoming test in specific terms for both science and math = 6 points earned, 3 points for each class).

ORGANIZATIONAL SKILLS CHECKLIST

Binder	HOPS Session Number									
Student brought binder to session (if no, student gets binder and mark <i>N</i> for criterion; if student cannot get binder, mark <i>N</i> for <i>a</i> //binder criteria).										
The student's planner/assignment notebook or the Homework Assignment Tracking Sheet is secured by three rings in the binder.										
There is a section for each subject the student is taking (e.g., math, science, etc.) <i>and</i> a homework folder in the student's binder.										
All homework to be completed is in the left side of homework folder and all homework to turn in is in the right side of folder.										
There are no loose papers in the binder.										
All papers are in the appropriate class folder/section (e.g., math worksheets are in the math section).										
No old class papers are in the binder (e.g., no papers from a previous quarter that should be thrown away or filed).										
<i>Number of binder criteria met (# of Ys/7)</i>										
Bookbag										
If session is late in day. Books needed for homework are in bookbag. If session is early in day. Books needed for class are in bookbag.										
There are no books in the bookbag that are not needed for class or to complete homework assignments.										
There is no loose paper in the bookbag.										
There are no loose objects in the bookbag (pencils, pens, toys, etc.).										
<i>Number of bookbag criteria met (# of Ys/4)</i>										
Locker/Desk										
The books are neatly stacked (or shelved) with the spines facing out so that the student can easily grab one in between classes or after school.										
There are no loose objects (papers, pencils, pens, toys, magazines, etc.).										
There is no unnecessary clothing.										
<i>Number of locker/desk criteria met (# of Ys/3)</i>										

Note. Enter the HOPS session number at the top of the column and then go down the checklist and evaluate the student on each criterion. Record Y (for yes) if the student meets the criterion fully or N (for no) if the student does not meet the criterion fully.

MATERIALS ORGANIZATION PLAN

How often (# times per week) will the student clean out the binder and bookbag?

What day(s)/time(s) will the system clean-up take place each week?

Where will the system clean-up take place?

What will happen during the clean-up (i.e., what activities will be completed)?

How will the student remember to complete the clean-up each week?

HOMEWORK ASSIGNMENT TRACKING SHEET

Week of ____

Class/Subject	Monday ____	Tuesday ____	Wednesday ____	Thursday ____	Friday ____
	Teacher Initials ____ # Missing Assign. ____	Teacher Initials ____ # Missing Assign. ____	Teacher Initials ____ # Missing Assign. ____	Teacher Initials ____ # Missing Assign. ____	Teacher Initials ____ # Missing Assign. ____
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Note: The teacher's initials indicate that the homework assignment was recorded accurately; # missing assignments = the number of assignments not turned in that should have been.

EVENING SCHEDULE

Time	Activity	Notes
4:30		
5:00		
5:30		
6:00		
6:30		
7:00		
7:30		
8:00		
8:30		
9:00		
9:30		
10:00		