

THE STUDYPRO

RETURNING TO POST-COVID SCHOOL HELPING STUDENTS THRIVE WITH ORGANIZATIONAL AND STUDY SKILLS

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WHY ARE WE HERE?

1. To see where underdeveloped **EF's and study skills may be the root cause** of common school challenges
2. To share strategies that are **solutions-oriented**.
3. To share ways to more **effectively communicate** with your student around homework to:
 - reduce struggles and
 - “grow the seeds” of desired behaviors.

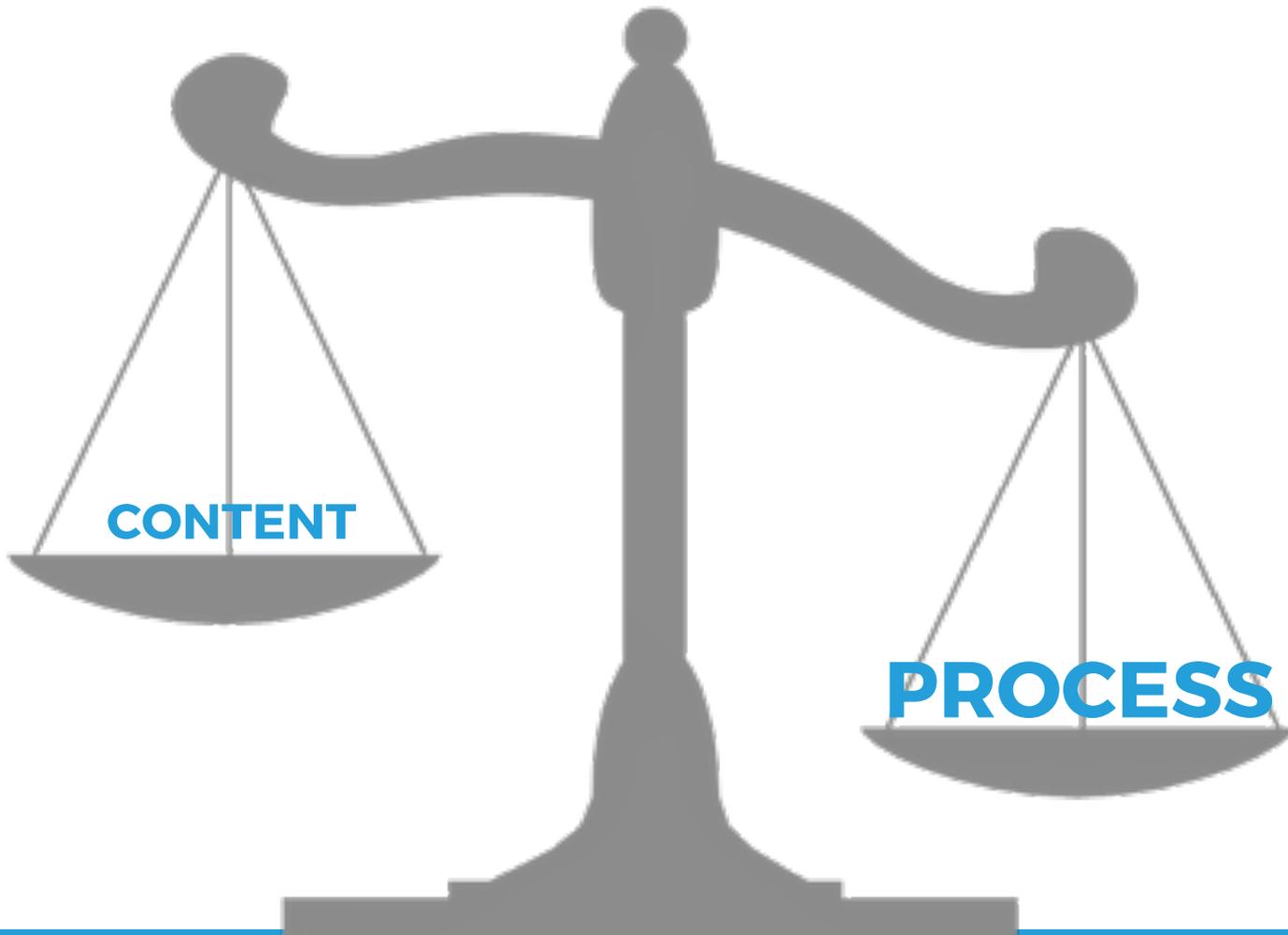
Our Executive Function Tanks are Running Low

CHALLENGES WE SEE DUE TO LOW EXECUTIVE FUNCTION SKILLS:

- Getting started
- Staying focused
- Organizing (thoughts, too!)
- Tracking work
- "Chunking" work
- Asking for help
- Transitioning
- Setting goals
- Managing emotions
- Resisting distractions

WHAT EXACTLY ARE EXECUTIVE FUNCTIONS?

What happens when?



What are Executive Functions?

- Executive functions are the “self-management system of the brain”
- Having strong EF skills helps you get what you want to get done.

INHIBITION INITIATION
SHIFTING EMOTIONAL CONTROL
WORKING MEMORY
PLANNING & ORGANIZATION
MATERIALS ORGANIZATION
SELF-MONITORING

EF-BRIEF's clinical scales (Behavior Rating Inventory of Executive Function)

What are Study Skills?

- Study skills are tactics and strategies that improve how students acquire, retain, recall, and apply information.



RECOGNIZING MISSING EF SKILLS MATTERS

- It's tempting to think:
 - They are lazy
 - They just need to be able to chunk their work
 - They aren't motivated
 - They are wasting time
 - They don't care about the quality of their work
 - They rush through work
 - They make careless / repeated errors

It is only by identifying the underlying cause for a challenge can we apply the **right approach**

In most cases the “why” is due to the need for a skill

How Parents and Caregivers Can Help:

SOLUTIONS-ORIENTED APPROACHES

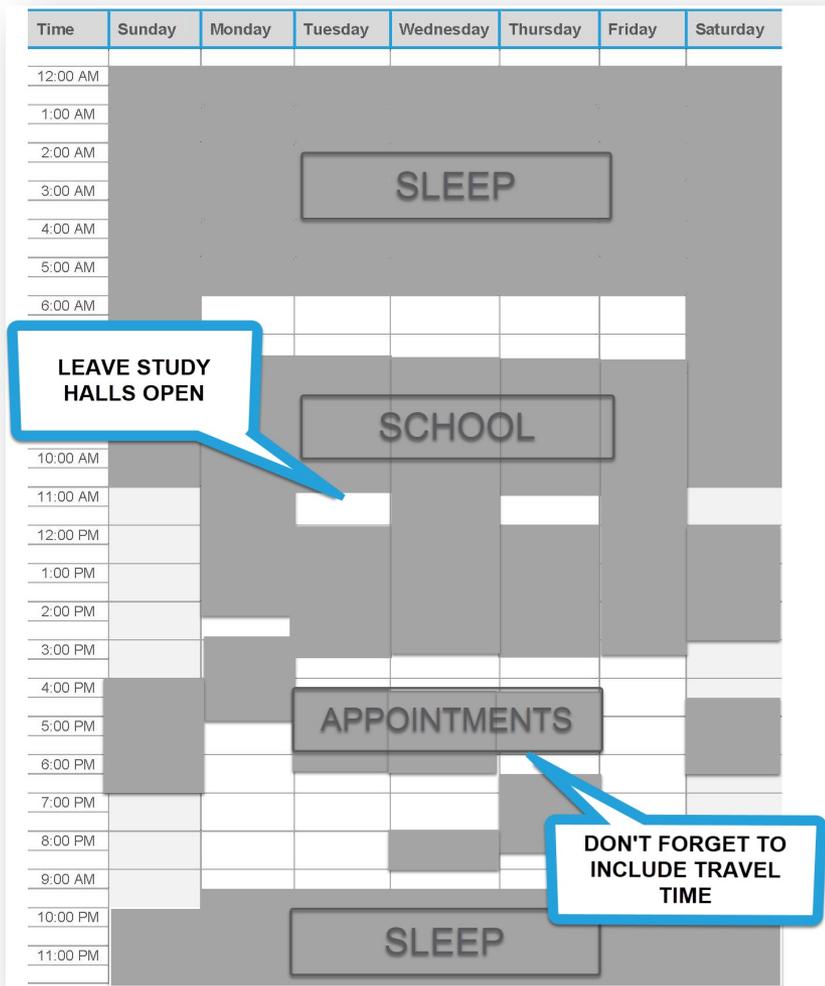
(a.k.a. suggesting strategies
vs. problem-seeking)

THE “ANTI” SOLUTIONS ORIENTATION

What we typically say....

- “DO YOU HAVE HOMEWORK?”
 - “HAVE YOU STARTED YOUR HOMEWORK?”
 - “WHAT HOMEWORK DO YOU HAVE TONIGHT?”
- ARE YOU ALL CAUGHT UP WITH YOUR HOMEWORK?

SOLUTIONS TO IDENTIFY THE TIME TO WORK: WORK WINDOWS



STUDENT SHOULD:

1. Shade in all the times when they are at school, extracurricular activities, or traveling

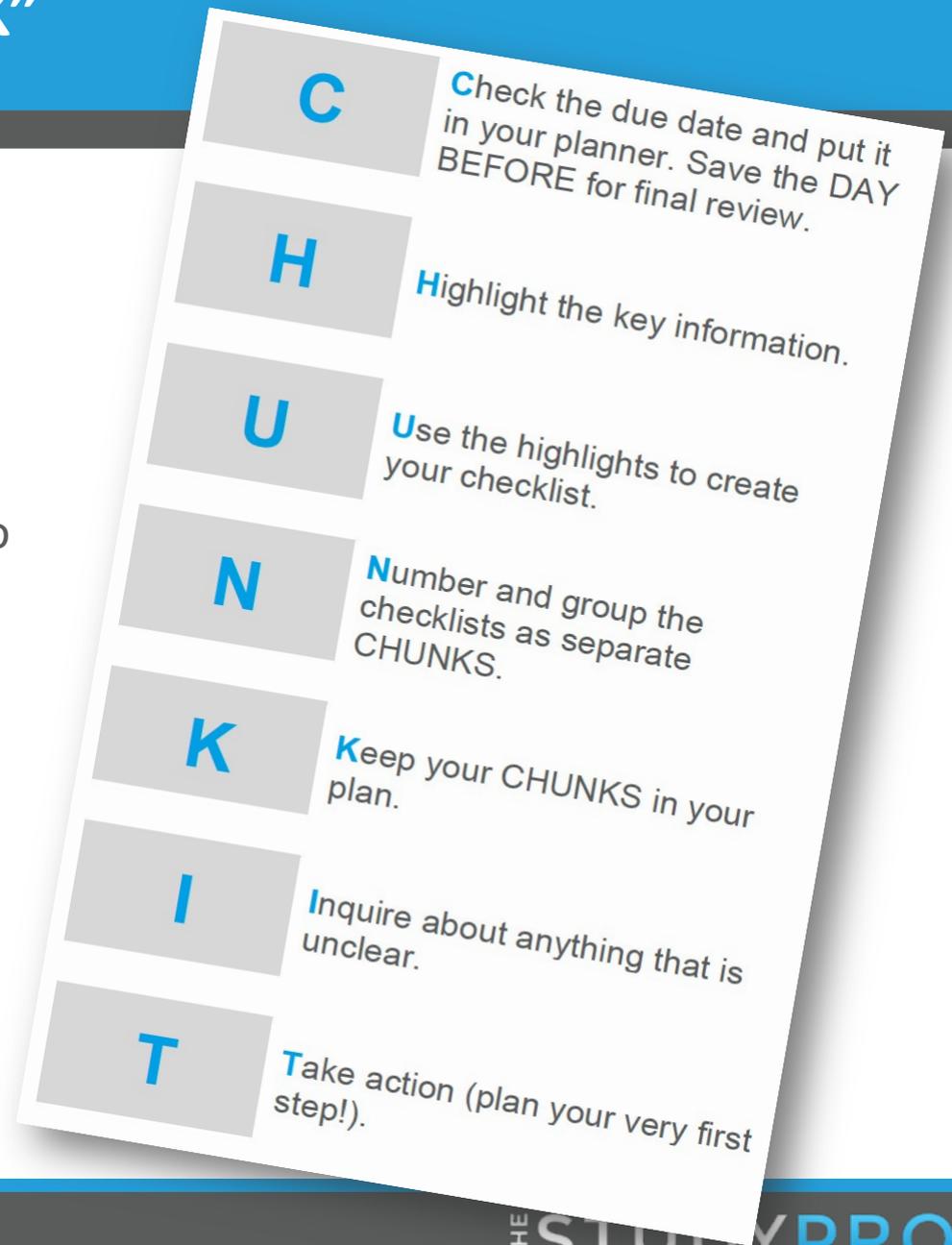
2. Look for the “White Space” or free time in their schedule that can be reserved for homework

SOLUTIONS TO “CHUNK”

CHUNKS are the smaller steps of assignments that together will create a completed project.

They are also the steps that go into nightly work to make it more manageable.

**CHUNKING =
TAKING MORE
DIRECTED ACTION.**



Literature Capstone Project, Reflective Paper, and Public Presentation.

Completing the extensive capstone independent research project and meeting regularly with faculty mentors, function together to provide an **integrated learning experience** that **combines classroom instruction, and mentor relationship**. Recognize, differentiate, and effectively employ appropriate and increasingly sophisticated strategies to collect and interpret information. Successfully integrate disparate concepts and information when interpreting, solving problems, evaluating creating, and making decisions. Examine and evaluate how their own personal, historical, and cultural perspectives affect the discovery and generation of knowledge.

Apply theories from a variety of discipline and advance convincing reasons to connect as well as differentiate theories from different domains of knowledge. You will achieve these learning outcomes as you work toward your capstone research project, which will be on a **literary topic of your choice** and developed in consultation with your instructor. You will consult a variety of **primary and peer-reviewed secondary sources** and will use information and theories whose foundations will likely be in a variety of disciplines. In the course of completing your capstone project, you will formulate **sound research questions about your literary topic**, develop an **argumentative thesis** that addresses those questions, and produce an argument that supports that thesis.

Requirements:

- Students will produce original, substantial written projects on a literary topic that incorporates library research and peer-reviewed articles in the field, documented in **MLA format**.
- Your literary topic will include **recurring literary themes or central ideas** that you will analyze over the course **multiple texts**.
- Student will submit a proposal by **4/13**.
- Students will produce the project **via process writing**. Possible suggested activities include: a portfolio (or blog page) and an annotated bibliography
- Students will orally present their research during an English Department Research Day **4/22**.
- Students will submit written reflections on experience with their final project due on **4/22**.

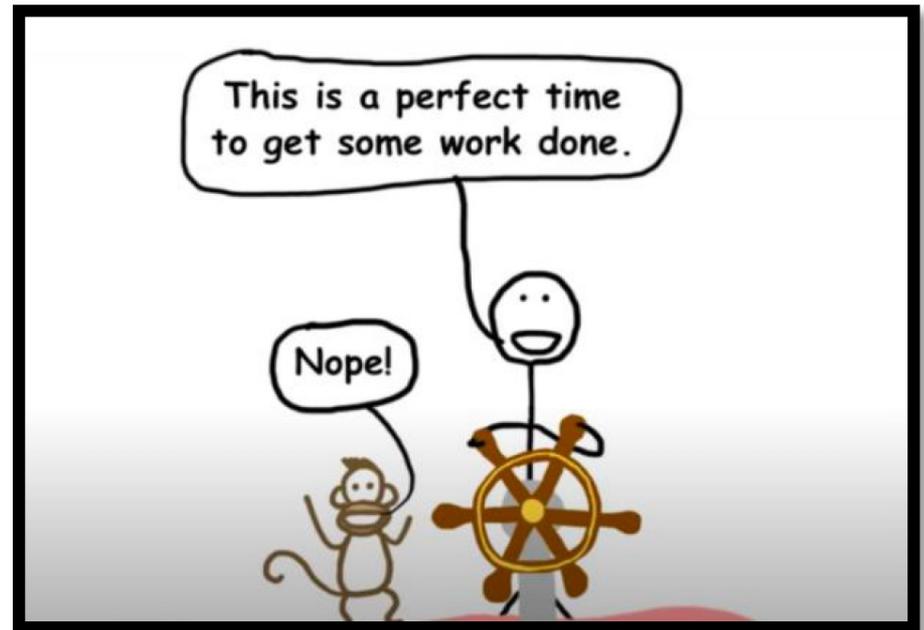
90-100%	Exceeds Proficiency Student determines two or more themes linked to his/her topic and analyzes the development of these themes over multiple texts .	Exceeds Proficiency Student is able to explain multiple author's source stories and analyze each story in its own topic analysis.	Exceeds Proficiency Student correctly uses multiple credible sources to support analysis of capstone topic. Sources are highly relevant and critical in proving analysis.	Exceeds Proficiency Student consistently exhibits strong annotation skills that synthesize complex ideas within texts. Annotations show clear understanding of texts.	Exceeds Proficiency Student incorporates a wide range of sources that they expertly support analysis and aid in answering capstone question or solving capstone problem.	Exceeds Proficiency Student reads and annotates a multiple informational texts. Annotations show clear comprehension and strong reading strategies.	Exceeds Proficiency Portfolio (or blog page) is neatly organized; annotations are clear and show insight and analysis . Blog entries reflect strong reading strategies and multiple sources for support.
80-89%	Meets Proficiency Student determines two themes linked to topic and analyzes the development of themes within, at least, one text.	Meets Proficiency Student is able to explain only an author wrote their respective story and how this story relates to topic.	Meets Proficiency Student correctly uses multiple sources as support for topic. Sources are relevant to topic and help prove analysis.	Meets Proficiency Student exhibits annotations skills that analyze complex ideas and understanding of the text.	Meets Proficiency Student incorporates sufficient sources that adequately support analysis and aid in answering capstone question/solving capstone problem.	Meets Proficiency Student reads and annotates multiple informational texts; notes show comprehension and understanding of reading strategies.	Meets Proficiency Portfolio (or blog page) is neatly organized; annotations are clear and show evidence of analysis. Blog entries reflect the use of reading strategies and multiple sources for support.
60-70%	Proficiency in Progress Student attempts to identify theme(s) and analyze the development of themes, but there is not enough evidence that student understands this skill.	Proficiency in Progress Student has difficulty relating story(ies) to capstone topic.	Proficiency in Progress Student has identified textual support, but the sources may not adequately support analysis of topic.	Proficiency in Progress Student has limited annotations that do not clearly reflect analysis of complex ideas.	Proficiency in Progress Student has not yet incorporated sources that support analysis or aid in answering capstone question or addressing the problem.	Proficiency in Progress Student does not show evidence of comprehension or understanding of reading strategies through annotations on informational texts.	Proficiency in Progress Portfolio (or blog page) is difficult to maneuver; annotations are sparse and show little analysis or reading strategies.

CHUNKIT Example:

Finding the "To-Do's" in an Assignment

SOLUTIONS TO STARTING: COMMON BARRIERS TO STARTING

- I don't know what I have to do.
- It's not due for a few days / week.
- I think it will take a long time to finish.
- I don't know how to do it.
- I don't have the materials I need.
- I don't feel like it / don't feel motivation.
- It's only worth a few points.
- It's worth such a big part of my grade, it's overwhelming.
- It seems harder than I feel like doing or think I can do.



THE SOLUTION:
1) MAKE A PLAN
2) BUILD “ON—RAMPS”

A LIST OF
WORK IS
NOT A
PLAN

My List of Work

	Formal assessment on The Moon's Orbit and Lunar Phases. Science – Due Apr 23
	The Giver Utopia Project English – Due Apr 22
	Complete Integrals IXL Math – Due Apr 17
	Elections and Democracy Quiz History – Due Apr 17
	Problem set-Integrals pgs 14 and 15 #1-31 odd Math – Due Apr 17
	Take Home Quiz-Lunar phases Science – Due Apr 17
	The Giver Vocab Quiz English – Due Apr 17

SOLUTIONS TO STARTING: Just knowing the DUE DATE doesn't help you start...

KEYS TO PLANNING

1. IDENTIFYING THE SPECIFICS OF THE ASSIGNMENT (VS. "MATH HOMEWORK")
2. PREVIEW THE ASSIGNMENT (REDUCES THE BARRIERS)
3. ALTERNATE EASY/HARD ("EASY" vs. STRESSFUL)

THE STUDYPRO
PLAN YOUR WORK | WORK YOUR PLAN

Date: _____ Start Time: _____ End Time: _____ Total Time I Have: _____

ASSIGNMENT (BE SPECIFIC!)	DUE DATE	TIME ESTIMATE	ORDER*	START TIME	END TIME	WHAT'S LEFT?
HISTORY/SS:						
MATH:						
SCIENCE:						
ENGLISH:						
FOREIGN LANGUAGE:						
OTHER:						
OTHER:						

Total Time I Need: _____

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Homework Success Plan

- 1 Look online *and* in your planner.
- 2 Write down all work that is due tomorrow *and* "chunks" of work that are due in the future.
- 3 *Start with something easy to warm your brain up. Then move to something more challenging. Repeat.
- 4 Take breaks every 20 - 40 mins (depending on age).
- 5 Do something (even small) from every assignment with a due date.
- 6 Transfer the "What's Left" column from today's sheet to tomorrow's.

DOWNLOAD AT:

<https://thestudypro.com/remote-coached-homework-center/>

SOLUTIONS TO STARTING: Building On-Ramps

BUILD ON-RAMPS:

GET STARTED IN EVEN A SMALL WAY

ON-RAMP EXAMPLES

- **English / History Assignment**
 - Topic Exploration
 - Ideas Diagram
 - Rewording Questions for Clarity
 - Identify where to connect with the Q
 - Chunking into Steps
- **Math / Science Assignment**
 - Preview the assignment
 - Watch a video on the topic
 - Do only the odd questions
 - Draw a picture or create clues to define/connect

SOLUTIONS TO STARTING: START SMALL

- Change your location – sit in a different room.
- Put your phone in another room where you can hear and set the timer.
- Close tabs, except for the one you need open for your work.
- Call a friend to help you get started / work on the assignment.
- Set your intention to yourself or share with someone else.
- Make a plan that is specific (e.g., do problems 1 to 5 vs. “do math homework”).
- Set up motivators to give you rewards for completing task(s).
- Start with something easy.
- Read the directions.
- See if there are any materials you have to get (e.g., graph paper, poster board, etc.).
- Title the page for a paper.
- Do the first 5 problems or questions.
- Set a timer and work for 5 minutes and see how far you get (helps with time estimation to finish).
- Put 1 single keyword to answer each question to help get started.
- Use Google Voice to record a brain dump for a rough draft.

SOLUTIONS TO FINISHING: Build in Brain Breaks



Brain breaks are planned learning activity shifts that mobilize different networks of the brain.

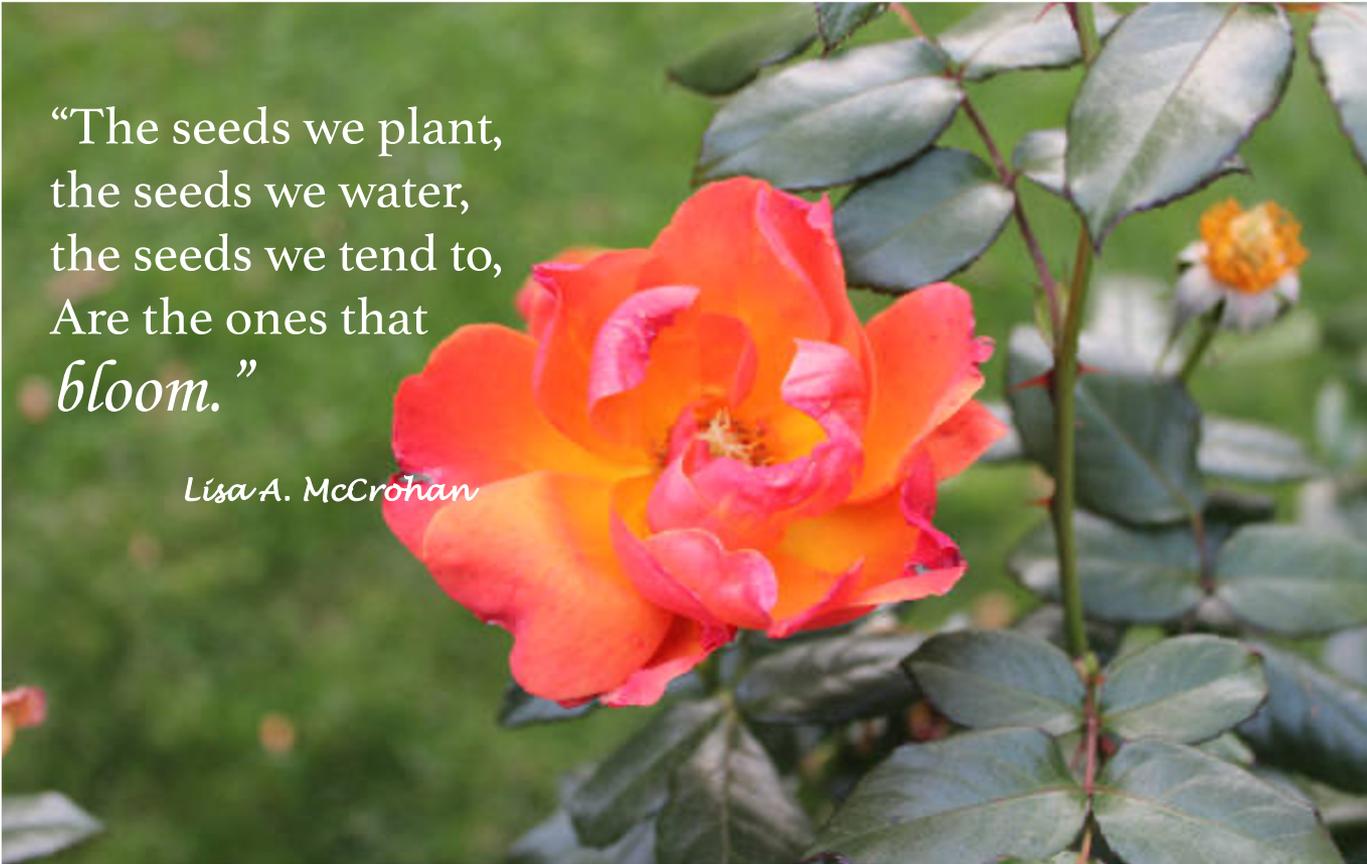
**Brain Breaks
RESTORE
STUDENT FOCUS!**

- Take a short walk
- Get a drink of water
- Jumping Jacks
- Use a hand fidget / stress ball
- Stretch
- Belly Breathing
- Get a small snack
- Neck Roll
- Massage (“Thinking Cap”)
- Doodle
- Use playdough/thinking putty
- Tree Pose (Yoga)
- Curl Ups
- Close your eyes, Count to 10
- Energizer Breath (Head on desk, Lift up slowly)
- Brain Buttons (Hand on Chest, Hand on Belly)
- Calf / muscle Pump
- Cross Crawl (Crossing the Midline)

SOLUTIONS TO POSITIVE RELATIONSHIPS: Watering the seeds, not the weeds

“The seeds we plant,
the seeds we water,
the seeds we tend to,
Are the ones that
bloom.”

Lisa A. McCrohan



SOLUTIONS-ORIENTATION MEANS “WATERING THE SEEDS NOT THE WEEDS”

POSITIVE REMINDERS AND REFLECTIONS

Avoid the “gotchas” or implication of the negative.

- Instead of “Do you have homework tonight?”

Try saying

“What is the first thing you could get started with tonight that would be easy to get off your plate?”

“Have you found Quizlet or notecards to be more effective for you?”

- Instead of “Did you study for your test yet?”

Try saying....

“Did you find anything interesting about the periodic table when you were studying?” “I always wanted to how to read a periodic table...I’d love to see your hard work there!”

SOLUTIONS-ORIENTATION MEANS “WATERING THE SEEDS NOT THE WEEDS”

FOCUS ON USE OF STRATEGIES

Praise for specific use of EF skills / strategies.

- Instead of “Wow, you got an A!”

Try saying...

” Wow, what worked there?”

” How did you study?”

- Instead of “That’s awesome you finished that!”

Try saying...

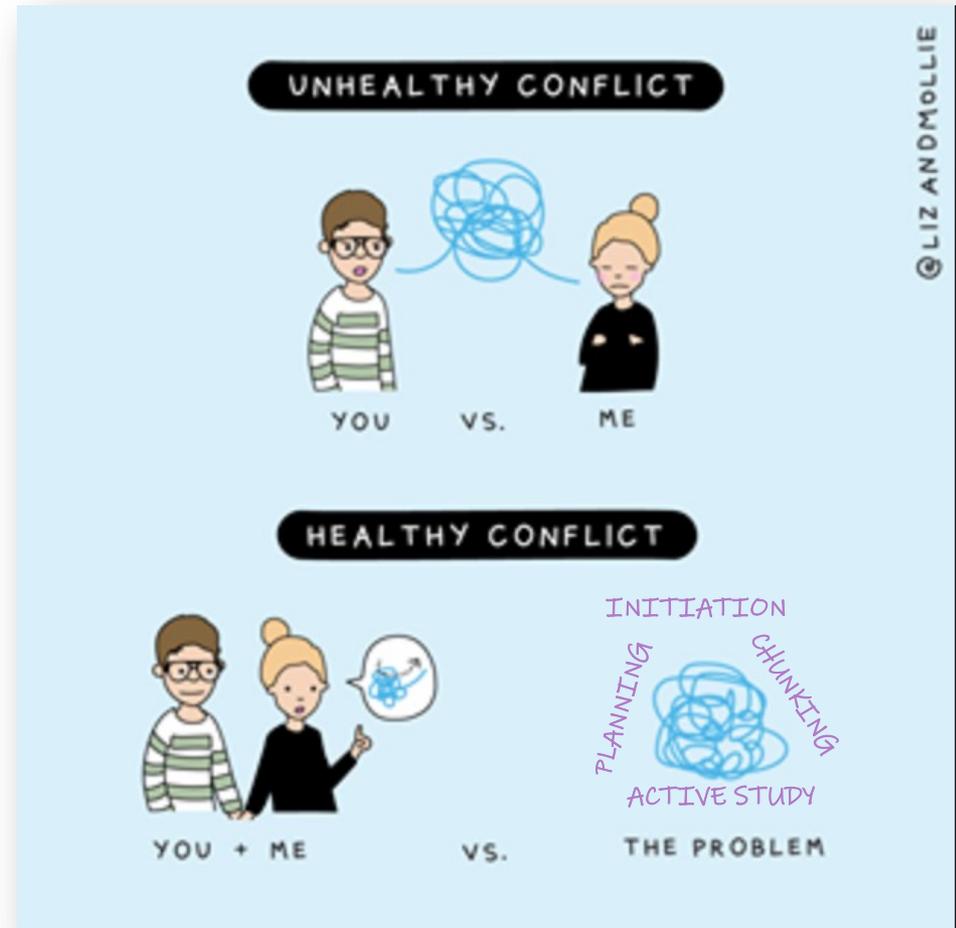
“That must feel so great...what helped get over that hurdle?”

More examples:

“I love how you <set a timer>, <did your homework at the dining room table>, <got started so quickly after school>, <studied over time>, <chunked up that work>...”.

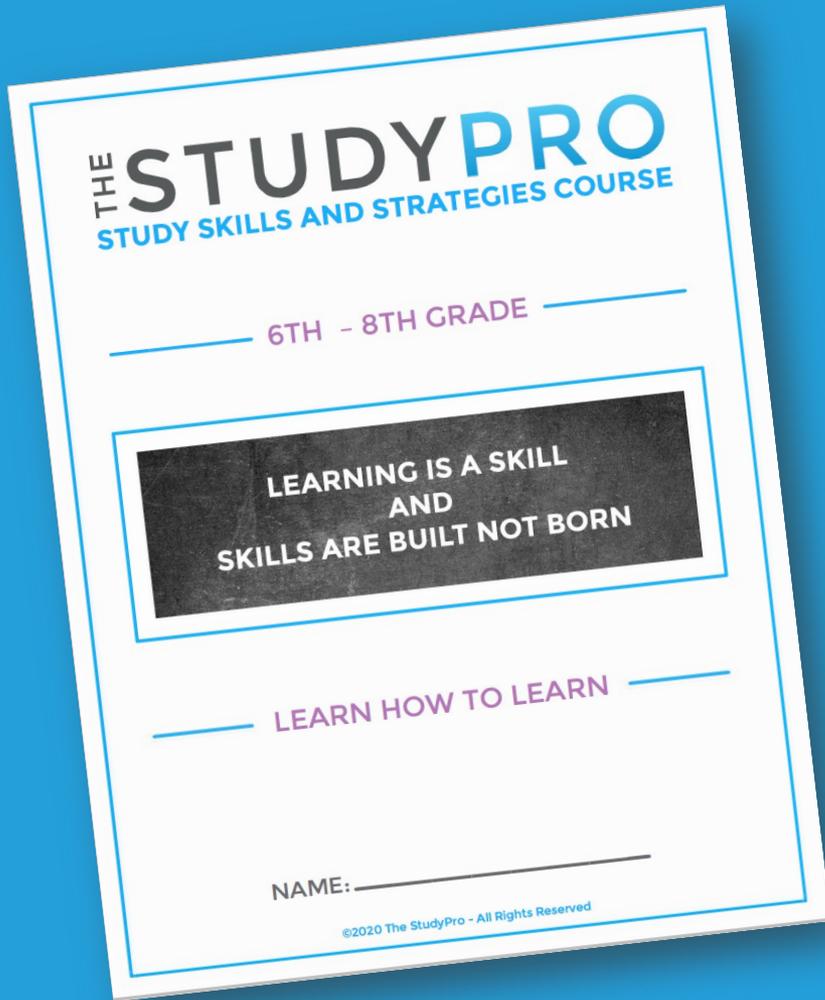
SOLUTIONS-ORIENTATION
MEANS
“WATERING THE SEEDS
NOT THE WEEDS”

COLLABORATIVE PROBLEM SOLVING



Key Takeaways

- There is always a **missing skill** behind the behaviors we see.
- **Start by introducing one skill** (e.g. location of work, being specific, previewing, on-ramps, etc.) and work on that until it sticks.
- These are longer-term **goals that will take time**.
- Cheer on your student by watering the **EF and study skills that provide the foundation to learning**. This is what will help those skills grow.



THE STUDYPRO

- Executive Function Coaching
- Study Skills and Strategies Course
 - 4th and 5th grades
 - 6th – 8th grades
 - 9th – 12th grades
- Remote Homework Center
 - Writing Coaching

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Executive Functioning

The ability to monitor and evaluate performance and keep track of actions that matter



The ability to ignore distractions and resist temptations



The ability to create and maintain systems to keep belongings and plans in order



The ability to take action and get started



The ability to set goals and use a strategic approach to achieve them



Having the mental flexibility to easily switch from one task or thought process to another



The ability to hold on to information and use it effectively



The ability to manage your feelings to achieve a goal

