

Index

A

- achievable, SMART method, 133, 134
- acronyms, 124
- active reading, 140
- AI. *See* artificial intelligence (AI)
- American Psychological Association (APA Style), 188
- analyze level, Bloom's taxonomy, 125
- Anki app, 172
- annotating text, 148–149
- annotation, 148
- anxiety, 34, 35, 76, 87, 193, 203
 - avoiding, on test day, 201
 - big tests causing, 114
 - mediation for reducing, 220
 - tips to reduce, 220
- APA Style. *See* American Psychological Association (APA Style)
- AppBlock app, 170
- Apple, 171
- Apple Fitness app, 171
- Applied Imagination: Principles and Procedures of Creative Thinking* (Osborn), 95
- apply level, Bloom's taxonomy, 125
- apps, 164–166, 179, 187, 221
 - concentration, 170
 - meditation, 171
 - mindfulness, 171
 - notetaking, 171–172
 - productivity, 171
 - scheduling, 171
 - screen time, 170
 - study needs, 172
 - writing, 171–172
- Arrange app, 171
- artificial intelligence (AI)
 - plagiarism and, 190
 - for studying, 170, 172
 - things to avoid with, 173–174
 - ways to use, 173
- asking for help, avoiding, 231
- asking for relief, 233–234
- assignment, 11, 25, 74–75, 94, 110, 115
 - academic, 14–15
 - auditory learner, 25
 - break down, 11, 76–79, 124, 157, 179, 228
 - completing small piece of, 79
 - forgetting to read, 229–230
 - group, 153
 - kinesthetic learner, 26
 - for neurodivergent individuals, 35
 - outline for, 108
 - plan, 70, 79–80
 - prioritizing important parts, 234
 - read/write learner, 25
 - setting start time for, 78
 - starting easy part of, 79
 - starting, with confidence, 78–79
 - take notes on, 108
 - using different strategies for, 112–113

- assignment (*continued*)
 - visual learner, 25
 - watching videos for, 104
 - writing papers as open-ended, 176
 - written, 175
- attention-deficit disorders, 33
- audiophiles, study strategies for, 106–107
- auditory focus, study strategies for
 - creating jingle/song, 107
 - explain topic/problem aloud to friend, 106
 - group discussion, 106
 - mnemonic device, 107
 - reading aloud, 106–107
 - record dictation of paper, 107
 - recorded lecture, listening to, 106
- auditory learners, 20, 24
 - assignments for, 25
 - classes for, 23
 - definition, 19
- auditory learning, 10, 19–20, 26, 30
- auditory methods, 54
- autism spectrum disorders, 33

B

- Babbel app, 172
- back-up location, 83
- Bloom, Benjamin, 124
- Bloom's taxonomy, 124
 - levels of, 125
 - use in study setting, 126
- body
 - mistreating, 232
 - nourishing, 86–87
- body doubling tool, 158
- body paragraph, 184

- body's clock, 39–40
 - study times, 44–45
 - timing of, 40
 - daytime napper, 42–43
 - early bird pattern, 42
 - later riser, 43
 - night owl pattern, 40–41
 - unique pattern, 43–44
- troubleshooting, study conflicts, 45–46
- brain, 17, 39, 40, 123, 128–129, 222, 227, 230, 235. *See also* brainstorming
 - awakening sleepy, 92–93
 - chunking method, 123
 - freezes, breaking, 91, 94
 - brainstorming, 95
 - picking final idea, 97–98
 - resources to spark idea, 96–97
 - steps to conduct brainstorm, 98–99
 - functions, 14, 32, 36, 152, 228
 - music to stimulate, 93
 - recall information, 130
 - sleepy, 92–93
 - with stimulus, 53
 - thinking exercises for, 94
 - warm, 92
- Brainscape app, 172
- brainstorming, 12, 91–92
 - activities, 95
 - creativity, 93–94
 - definition, 95
 - ideas
 - evaluating, 97–98
 - strategies to create, 96–97
 - origin of term, 95
 - purpose of, 94

- reasons for effective, 95
- sleepy brain, 92–93
- steps to conduct, 99
- techniques, 97
- thinking exercises, 93–94
- warming up mind, 92–94
- for writing papers, 179–180
- breakfast, on test day, 200
- breaks, 157, 165, 193, 213, 220, 222, 235
 - for diffuse thinking, 128–129
 - Pomodoro method, 127–128
- breathing exercise, 87, 171, 220–221
 - to clear distractions, 200
 - for managing stress, 203
 - during yoga, 222
- Breathwrk app, 171
- budgeting, vocational/professional exam, 209–210
- bursts, working in, 235

C

- caffeine/sugar, excess, 93
- Calendly app, 171
- Calm app, 171
- calming environment
 - finding, 222
 - visualizing, 224
- camera, 168–169
- Carver, George Washington, 180, 182–183
- cellphones, as addictive, 166
- certified public accountant examination, 211
- charts, 140, 144
 - redraw, from memory, 104
 - turn, into written statements, 108

- checklist, 81
 - pretest, 199
 - study essentials, 84–85
- Chicago/Turbian style, 188
- chunking
 - acronyms creation, 124
 - break down assignments, 124
 - create groupings, 124
 - definition, 123
 - example of, 123
 - group similar information, 123–124
- circadian rhythms, 39, 41
- Cirillo, Francesco, 127
- citation, 96
 - apps for, 172
 - style, 186, 188
 - using proper, 189
- classes
 - auditory learner, 23
 - kinesthetic learner, 24
 - read/write learner, 24
 - visual learner, 23
- classroom environment, for neurodivergent individuals, 35
- ClearSpace app, 170
- cognitive domain, 124
- comic strip, 118–119
- concentration, apps for, 170
- conclusion paragraph, 184
- consistency, in editing paper, 186
- Cornell method, 145
 - Cue section, 146
 - Notes section, 146
 - page organization, 145
 - summary section, 146–147
 - title, 146
- cosmetology test, 211–212

- cramming the night before exam, 131, 198, 227–228
- create level, Bloom's taxonomy, 125
- creativity, 93–94, 193, 199, 225
- critical tasks, 64
- critical thinking, 74, 93, 141, 146, 199
- Cue section, Cornell method, 146

D

- daytime nappers, 42–43, 45
- deadline, tips to handle tight, 233
 - asking for relief, 233–234
 - checking your work, 235–236
 - getting sleep, 236
 - plan making, 234
 - prioritizing important parts, 234
 - refreshing your memory, 236
 - seeking help, 234
 - short-term memory, 236
 - working in bursts, 235
 - writing paper quickly, 235
- demonstrations, handling, 213–214
- de-stress, tips to, 219
 - chatting with friend/family member, 224–225
 - doodling/drawing, 225
 - journaling, 223
 - listening to calming music, 225
 - meditation, 220–221
 - reducing stimulus, 222
 - reflection, 220–221
 - spending time with animal friends, 223
 - stretching, 221–222
 - visualizing calming environment, 224
 - walking outside, 219–220
 - yoga, 221–222
- diagrams, 17, 97, 103–104, 111
 - in study session, 119
 - turn, into written statements, 108
 - to visualize the question, 213
- differing abilities, strategies for
 - motivation and focus, 157–158
 - overcoming impulses, 158
 - structuring study process, 156–157
- diffuse learning, 128, 129
- diffuse method, 128–129
- digital notes, 147
- distraction-free room, 168
- distractions, 83, 128, 158, 200, 220.
 - See also* technology
 - avoiding, 163–164
 - disrupting thoughts, 162
 - as harmful, 162–163
 - internet usage, 165
 - managing, 165–166
 - phone as source of, 164
 - procrastination, 163
 - reducing
 - from technology, 162–166
 - during virtual classes, 165–166
 - on test day, 200
 - tips to avoid, 165–166
 - wasting study time, 162
 - ways to prevent, 163
- distributed practice. *See* spaced repetition
- doodling/drawing, 225
- doorknob double tap, 85
- dopamine, 166, 219, 222
- drawing, 225
- dual coding method, 12, 118–119
- Duolingo app, 172

dyscalculia, 33
dysgraphia, 33
dyslexia, 33
dyspraxia, 33

E

early bird pattern, 42, 45
editing the paper, 185–187
 different ways to, 186–187
 items to examine, 185–186
educational experiences, learning
 preferences and, 22–23
 assignments, 25–26
 courses, 23–24
Eisenhower, Dwight D., 65–66
Eisenhower Matrix, 65–66
eligibility requirements, vocational/
 professional exam, 207
email, 162, 165, 234
EndNote app, 172
endorphins, 219, 222
entrance requirement for
 exams, 199
environment, 152
 calming, 222, 224
 change your, 93
 for neurodivergent individuals
 classroom environment, 35
 supportive environment,
 36–38
 physical, 8
 relaxing, 87
 study (*see* study environment)
 test, 193, 197
evaluate level, Bloom's
 taxonomy, 125
Evernote app, 172
exam guidebook, 201
exam preparation, vocational/
 professional, 207
 budgeting, 209–210
 eligibility requirements, 207
 leveraging resources, 210–211
 work/study/life commitments, 207
 scheduling, 208
 work-life balance, 208–209
exercises
 brainstorming, 95
 breathing (*see* breathing exercise)
 physical, 64, 219–220, 232
 stretching, 221–222
 thinking, 93–94
 writing, 97
Experiential Learning Theory, 21
extroverts, study factors, 52–53

F

failure, ignoring lesson
 from, 230–231
feelings, 50, 75, 79, 87, 114, 158,
 166, 168, 193, 203, 220, 221,
 223–225, 232
Feynman, Richard, 119
fidget toy/fidget spinner,
 110, 158, 168
flashcards, 103, 228, 230
 Leitner system, 121–122
 to memorize terms, 109
 for tactile aid, 110
 to test memory, 111
 for visual aids, 105
Fleming, Neil, 10, 18
flexible tasks, 64
flowcharts, 103–105, 181

- focused learning, 128
- Forest app, 172
- Frank Christ's PLRS system, 134
- Freedom app, 170
- Freyman technique, 119
 - example of, 120–121
 - steps for, 119–120
- friend/family member, chatting with, 224–225
- functional space, 83–84

G

- games, 166
 - memory, 85
 - turning studying into, 157
- Gardner, Howard, 21
- Google, 68, 171
- Grammarly app, 171
- graphic organizers, 103–104
- graphic outline, 181
- graphs, 103–104
- Gregorc, Anthony, 22
- group assignments, 35, 37, 52, 55–57, 153
- group discussion, 106
- groupings, chunking method, 124
- group members, 56–57
- group similar information, 123–124
- group study, 51, 54, 55
- group work
 - challenges of, 55
 - staying focused during, 57

H

- handwriting, typing vs, 109
- headphones, 37, 53, 158, 168, 224

- help
 - asking for, avoiding, 231
 - seeking, 234
- Hemingway Editor app, 171
- hierarchal outline, 181
- hobbies, 64–65
- homework, for neurodivergent individuals, 35
- Honey, Peter, 21–22
- hourly planner, 63

I

- I am-Daily Affirmations app, 171
- ice-cold shower, 93
- ideas, 92, 96, 99, 106, 158, 189
 - brainstorming, 12, 95, 179–180
 - evaluating, 97–98
 - strategies to create, 96–97
- generation, 94–95
 - for writing papers, 179–180
- IEEE Style. *See* Institute of Electrical and Electronics Engineers (IEEE Style)
- images, 19, 104–106, 108, 119, 138, 225
- impulses, overcoming, 158
- information, group similar, 123–124
- in-person class, 167
- Insight Timer app, 171
- inspiration, brainstorming and, 96–97
- Institute of Electrical and Electronics Engineers (IEEE Style), 188
- instructors, 37, 101, 114, 135, 138, 154, 169, 176, 186, 201, 231, 233
 - breaking up assignment, 77
 - test's format and, 194–195
 - use headphones to listen, 168

intelligences, 21
interleaving
 benefits of, 130
 definition, 129
 schedule, 130–131
 trying, 129–130
internet usage, 165
introduction paragraph, 184
introverts, study factors,
 52–53

J

jingle/song, 107
journaling, 223

K

Keep app, 172
kinesthetic focus, study strategies
 for, 109–110
 act out activities, 109
 fidget toy as study, 110
 flashcards, 110
 real-life example, 109
 repetition, 110
 use whiteboard for teaching, 110
kinesthetic learners, 20, 24
 assignments for, 26
 classes for, 24
 definition, 21
kinesthetic learning, 10, 21, 24
kinesthetic methods, 55
Kolb, David, 21

L

late risers, 43, 45
launchpad, 85

learning, 10, 19–20, 26, 30
 auditory, 10, 19–20, 26, 30
 classroom, 9
 diffuse, 128
 focused, 128
 kinesthetic, 10, 21, 24
 read/write, 10, 20
 visual, 10, 19, 25, 27
learning preferences, 17
 applying, to studying, 27
 auditory learning, 19–20
 determining, 22–26
 educational experiences, 22–26
 real-life experiences, 26
 kinesthetic learning, 21
 quiz, 27–30
 read/write learning, 20
 study environment and
 auditory methods, 54
 kinesthetic methods, 55
 read/write methods, 55
 visual methods, 54
 study strategies, 102, 112
 tips for, 11
 VARK model, 10, 18, 22, 23, 103
 visual learning, 19
learning theories, 21–22
Leitner, Sebastian, 121
Leitner system, 12, 121–122
leveraging resources, professional/
 vocational exam, 210–211
listening, 24
 audiophiles and, 106
 to calming music, 225
location
 back-up, 83
 for studying, 48, 82–83

M

- measurable, SMART method, 133, 134
- meditation, 87, 129, 171, 220–221
- memory
 - games, 85
 - practice test from, 111
 - refreshing, 236
 - repetition and, 110
 - rewriting from, 111
 - short-term, 236
 - testing, 110–111
 - use flashcards to test, 111
- mental health conditions, 33
- mental health, neglecting, 232
- mental preparation, 87
- mental states, for learning, 128
- mind, 46, 53, 82, 203, 220–221, 225
 - diffuse thinking, 128, 129
 - of distractions, clearing, 200
 - nourishing, 86–87
 - strategies to relax, 87
 - warming up, 92–94, 99
- mindfulness, app for, 171
- mind map, 12, 103–104, 122
 - creating, 123
 - definition, 122
 - example of, 122
- Mind Styles model, 22
- MLA Style. *See* Modern Language Association (MLA Style)
- mnemonic device, 107, 212
- mock questions
 - benefits of, 196
 - definition, 196
 - finding, 196–197

- mock test, 196–197
- Modern Language Association (MLA Style), 188
- motivation, 4
 - lack of, 75
 - options to address, 157–158
 - vocational/professional exam, 206
- Mumford, Alan, 21–22
- music, 26, 37, 46, 93, 154, 158
 - as de-stressing tool, 225
- myNoise app, 171

N

- neurodivergence, 31, 155
 - basics of, 32–33
 - medical conditions, 33
 - in school, 35–36
- neurodivergent, 31, 38
 - definition, 14, 32, 152
 - study strategies for, 14
 - supportive environment for, 36
 - adjusting environment, 36–37
 - adopting mindset, 36
 - socializing with empathy, 37
- neurodivergent individuals, 151–152
 - asking for flexibility, 152–153
 - assignments, 35
 - classroom environment, 35
 - cognitive challenges, 34
 - homework, 35
 - identifying strengths, 155–156
 - impact on body's senses, 34
 - motivation and focus, 157–158
 - physical study space, 154–155
 - social skills and, 34
 - strengths of, 34

neurodiverse strategies, 151–152.
 See also differing abilities,
 strategies for
identifying strengths, 155–156
physical study space, 154–155
reasonable
 accommodation, 152–153
neurodiversity, 31, 151
 definition, 32
 mindset, 36
 neurological differences,
 32–34
neurotypical, 31, 32
night owl pattern, 40–41, 45
Nixon, Richard, 140
noise, 36–37, 49, 154, 224
noise-canceling
 headphones, 37, 158
non-schedulers, scheduling
 for, 70–71
Notability app, 172
notation, 148–149
notes, 97, 106, 120, 123, 135, 138,
 140, 144, 146–147, 149, 169,
 172, 185, 228
 rereading, 111–112
 rewrite class, 107–108
 take, on observations, 188
Notes section, Cornell
 method, 146
notetaking, 108, 137, 169
 apps for, 171–172
 benefits to, 137–138
 skills, upgrading
 annotating text, 148–149
 Cornell method, 145–147
 outline model, 147–148
 strategies, 13, 135, 144
Notion app, 171

O

Oakley, Barbara, 128
Obsidian app, 172
OneNote app, 172
OneSec app, 170
Opal app, 170
open-book test, 192
Osborn, Alex F., 95
outline, 105
 for assignment, 108
 of biography, 182–184
 definition, 180–181
 model, 147–148
 organizing, 182
 processes, 181
 sticky note, 181
outside factors beyond
 control, 114–115

P

P2R method, 143–144
Paivio, Allan, 118
paper
 editing, 185–187
 organization, 182
 strategies to structure, 182
paragraphs, 180–184
paraphrasing, 189
passive study methods, 228
Pauk, Walter, 145
peer's methods, copying, 230
personality, study environments
 and, 52–53
personal reflections, studying, 8
phone
 set alarms on, for test, 199
 as source of distraction, 164

- physical activities, 87, 92
- physical environment, studying, 8
- physical study space, 154–155
- plagiarism, 175
 - definition, 189
 - paraphrasing, 189
 - quoting, 189
 - review tool online, 190
 - using proper citation, 189
- plan
 - all-purpose, for reading, 139–141
 - for assignment, 79–80
 - making, 234
 - study, for test, 195
 - for writing papers, 178–179
- Pomodoro method, 12,
127–128, 157
- Pomofocus app, 172
- positive affirmations, 87, 203
- PowerPoint slides, 110, 181
- practical testing
 - components, 213–214
- preparation for study, 8, 11, 81
 - mental preparation, 87
 - nourishing mind and body, 86–87
 - overlooking, 229
 - preparation basics, 81–82
 - study essentials, 84–85
 - study location, 82–83
 - study spaces, 82–84
- presentation on full
screen mode, 168
- pretest checklist, 199
- previewing material, 140
- preview, P2R method, 144
- procrastination, 73
 - amount of time and, 74–75
 - definition, 74

- distractions, 163
- problems result from, 74–75
- reasons for, 75–76
- productivity, tools for, 171
- professional/vocational exams,
15, 205, 207
- preparation basics
 - budgeting, 209–210
 - knowing eligibility, 207
 - leveraging resources, 210–211
 - scheduling, 208
 - work-life balance, 208–209
- reasons to take, 206
- reflecting motivation, 206
- staying current in field, 214–215
- tackling challenges of, 211
 - practical testing
 - components, 213–214
 - test requirements, 211–212
 - test-taking strategies, 212–213
- project-based tests, 192

Q

- questions
 - answering and asking, 169
 - difficult, strategies for
answering, 202–203
 - SQ4R method, 142
 - visualize, 213
- quiz, learning preference, 27–30
- Quizlet app, 172
- quoting, 189

R

- reading, 137, 139
 - aloud, 106–107
 - capabilities, 139–140

- active reading, 140
 - preview material, 140
 - reflect on, 141
 - time management, 141
 - comprehension, 139
 - P2R method, 143–144
 - reading capabilities, 139–141
 - SQ4R method, 141–143
 - questions to ask, 188
 - strategies, 13
 - read/write focus, study
 - strategies for, 107
 - charts/diagrams into written statements, 108
 - flashcards, 109
 - notes taking, 108
 - outline for assignment, 108
 - rereading, 108
 - rewriting
 - class notes, 107–108
 - topics/main ideas in own words, 108
 - read/write learners, 23
 - assignments for, 25
 - classes for, 24
 - definition, 20
 - read/write learning, 10, 20
 - read/write methods, 55
 - real-life examples, 109
 - real-life experiences, learning preferences, 26
 - reasonable accommodation, 37, 152–153
 - recall test, 110–111, 113, 119
 - record, 97, 143, 223
 - dictation of a paper, 107
 - discussions/lectures, 106
 - SQ4R method, 143
 - reflect
 - on reading, 141
 - SQ4R method, 143
 - reflection, 221
 - refreshing your memory, 236
 - relaxing environment, for managing stress, 203
 - relevant, SMART method, 133, 134
 - relief, asking for, 233–234
 - remember level, Bloom's taxonomy, 125
 - remember note, 85
 - repeated practice, 228–229
 - repetition
 - memories and, 110
 - skipping, 228–229
 - rereading, 108, 228
 - text/notes, 111–112
 - Rescue Time app, 171
 - retrieval practice. *See* recall test
 - review
 - before test day, 198
 - material, 132, 138, 200
 - P2R method, 144
 - SQ4R method, 143
 - rewriting
 - class notes, 107–108
 - main ideas/passages in own words, 108
 - from memory, 111
 - routine, 62–63
- ## S
- scheduling
 - for non-schedulers, 70–71
 - tools for, 171
 - vocational/professional exam, 208

- schools
 - neurodivergent
 - individuals in, 35–36
 - setting, reasonable
 - accommodation in, 152–153
 - use of technology in, 161
- screen time controls, apps for, 170
- ScreenZen app, 170
- seated stretches, for managing stress, 203
- self-paced test, 192
- sensory processing disorders, 33
- shallow study methods, 228
- shoe clue, 85
- short-term memory, 236
- skill building, studying, 8
- sleep, 41, 43, 93, 98, 163, 232
 - getting, 236
 - prioritizing, day before test, 198–199
- sleepy time triggers, 41
- slideshow outline, 181
- SMART method, 133–134
- social activities, 64–65
- social media, 103, 128, 162, 163, 166, 210
- social skills, neurodivergent and, 34
- spaced repetition, 13, 131
 - study sessions, 131–132
 - tips for effective, 132
- Speak app, 172
- specific, SMART method, 133, 134
- spending time with animal friends, 223
- SQ4R method, 13, 141–142
 - question, 142
 - read, 143
 - record, 143
 - reflect, 143
 - review, 143
 - survey, 142
- standardized tests, 15
- StayFree app, 170
- sticky notes, 106, 124, 149, 168, 181, 185
- stimulus, 53
 - reducing, 37, 222
- stress, 87
 - actions for managing, 203
 - avoiding, on test day, 201
 - ball, 168
 - big tests causing, 114
 - positive affirmations, 203
 - seated stretches in chair, 203
 - tests and, 193
 - visualize relaxing environment, 203
- ways to reduce, 219–225
 - chatting with friend/family member, 224–225
 - doodling/drawing, 225
 - journaling, 223
 - listening to calming music, 225
 - meditation, 220–221
 - reducing stimulus, 222
 - reflection, 220–221
 - spending time with animal friends, 223
 - stretching, 221–222
 - visualizing calming environment, 224
 - walking outside, 219–220
 - yoga, 221–222
- stretching exercises, 221–222
- study cycle method, 13, 134
 - attending class, 135
 - check, 136

- preview, 135
- review, 135
- study, 135–136
- study environment, 47
 - contemplating feeling, 50
 - definition, 48
 - determining ideal, 51–55
 - extroverts, 52–53
 - focusing on sound, 49
 - group assignments, 55–57
 - group study, 51
 - introverts, 52–53
 - learning preferences and, 54–55
 - personality distinction, 52–53
 - studying alone, 50–51
 - study locations, 48
 - surroundings, 48–49
 - visual stimulus, 49–50
- study essentials, 84–85
- study habits, mistakes in, 227
 - avoiding asking for help, 231
 - copying peer's methods, 230
 - cramming the night
 - before, 227–228
 - forgetting to read assignment
 - immediately, 229–230
 - ignoring lesson from
 - failure, 230–231
 - mistreating your body, 232
 - neglecting mental health, 232
 - overlooking preparation, 229
 - passive/shallow study
 - methods, 228
 - skipping repetition, 228–229
- studying, 1, 232
 - academic assignments, 14–15
 - alone, 50–51
 - artificial intelligence, 172–174
 - definition, 8–9
 - essential preparation tasks, 11
 - factors influencing, 8–9
 - as frustrating experience, 7
 - learning preferences for, 27
 - locations for, 48
 - as self-directed task, 9
 - strategizing, 12–14
 - for test, 195
 - copying the environment, 197
 - practicing mock
 - questions, 196–197
 - tips for productive, 46
 - turning, into game, 157
 - using study timing strategy, 157
 - wrapping up, 198
 - studying methods
 - auditory focus, 106–107
 - kinesthetic focus, 109–110
 - read/write focus, 107–109
 - visual focus, 103–106
 - study light, on test day, 200
 - study location, 82–83
 - study methods, 111, 118, 230–231
 - passive, 228
 - study partner, 96, 106, 157, 208
 - study plan, 15, 70, 78, 195
 - study process
 - for neurodivergent
 - students, 156–157
 - techniques, 126–127
 - diffuse method, 128–129
 - interleaving, 129–131
 - Pomodoro method, 127–128
 - spaced repetition, 131–133

- study schedule, 61, 157
 - characteristics, 67
 - creating, 67–71
 - critical tasks, 64
 - Eisenhower matrix, 65–66
 - figuring out routine, 62–63
 - flexible tasks, 64
 - free time, 61–66
 - hobbies, 64–65
 - hourly planner, 63
 - non-schedulers, scheduling for, 70–71
 - planning assignments, 70
 - reflecting your schedule, 62
 - repeat, create times that, 68
 - social activities, 64–65
 - specific time commitments, 67–68
 - for writing paper, 179
 - written, 68, 69
- study session, 11, 13, 56, 77, 80, 127–128, 131, 132, 165
 - combine visual and verbal in, 118–119
 - preventing interruptions, 163–164
- study skills, 1, 4, 9–10, 12
- study space, 154–155
 - deciding location, 82–83
 - evaluating, 83–84
- study strategies, 1, 101, 117
 - based on assignment type, 112
 - brainstorming, 12
 - choice of, 113
 - commitment to, 113
 - deciding, 102
 - detailed, 118
 - Bloom’s taxonomy, 124–126
 - chunking, 123–124
 - dual coding, 118–119
 - Freyman technique, 119–121
 - Leitner system, 12, 121–122
 - mind maps, 122–123
 - dual coding, 12
 - experimenting with, 112–113
 - finding, 103–110
 - five-steps, 132–133
 - managing study process, 126–127
 - diffuse method, 128–129
 - interleaving, 129–131
 - Pomodoro method, 12, 127–128
 - spaced repetition, 131–132
 - matching learning preferences, 112
 - mind map, 12
 - for neurodivergent students, 14, 156–158
 - notetaking, 13
 - reading, 13
 - recall test, 110–111
 - rereading text/notes, 111–112
 - setbacks, 113
 - choice of study strategy, 113
 - contents of test, 114
 - outside factors beyond control, 114–115
 - stress and anxiety, 114
 - spaced repetition, 13
 - study cycle method, 13
 - VARK learning preferences, 103
 - auditory focus, 106–107
 - kinesthetic focus, 109–110
 - read/write focus, 107–109
 - visual focus, 103–106

- study time, 62, 67, 70–71, 162–163, 172
 - body clock and, 44–45
 - distractions wasting, 162
 - setting, 67–69
- study tools, 12, 126, 170, 172
- summary section, Cornell method, 146–147
- supplies, for exams, 211–212
- suprachiasmatic nucleus, 41
- surroundings, 48–49
- survey, SQ4R method, 142

T

- talk-to-text outline, 181
- task management, studying, 8–9
- taxonomy, 124
- technology, 9, 14
 - in academic settings, 161
 - artificial intelligence to aid studying, 172–174
 - distractions from, 162–166
 - cellphones as addictive, 166
 - managing, 165–166
 - measures to prevent, 163–164
 - phone, 164
 - reasons for harmful, 162–163
 - in planning process, 179
 - study-related resources, 170
 - concentration and screen time, 170
 - mindfulness and meditation, 171
 - scheduling and productivity, 171
 - study tools, 172
 - writing and notetaking, 172
- virtual classes
 - challenges to, 167–168

- tips to reduce distractions, 168–169

test

- contents of, 114
- as difficult, 192–193
- environment
 - as challenging, 193
 - copying, 197
- format, 194
- forms of, 191–192
- graded assignments, 193
- location, 199
- material, 194
- as pressure cookers, 193
- previewing, 201–202
- review your work, before turn in, 204
- room, items allowed in, 199
- skills set for, 192
- studying for, 195–197
- study plan for, 195
- time, 199

test day

- managing, 200–201
- preparing for, 194
 - checking requirements, 194–195
 - copying test environment, 197
 - mapping out plan, 195
 - mock questions, 196–197
 - preparing day before, 198–199
 - studying for test, 195–197
- students and, 191
- tips to avoid distractions, 200

test requirements, vocational/professional exams, 211–212

test-taking challenges, 193

- test-taking strategies, 191, 201
 - answering questions/navigating roadblocks, 202–203
 - managing stress, 203
 - previewing the test, 201–202
 - reviewing your work, 204
 - vocational/professional exams, 212–213
 - mnemonic devices, 212
 - video as visual reference, 212–213
 - visualize question, 213
- theory of Multiple Intelligences, 21
- thesis statement, 182
- thinking
 - critical, 74, 93, 141, 146, 199
 - diffuse, 128–129
 - exercise, 93–94
 - process, tips to jump-start, 92–93
- ThinkUp app, 171
- thoughts, distractions
 - disrupting, 162
- Ticktick app, 172
- time
 - commitment
 - to study, 67–68
 - vocational/ professional exam, 209
 - management, 12, 141
 - spending, with animal Friends, 223
- time-bound, SMART method, 133, 134
- timed study sessions, 157
- timeline, making, 119
- title, Cornell method, 146
- Todoist app, 171
- Toggl Track app, 171
- tools, study, 12, 126, 170, 172

- topic sentence, 184
- Tourette Syndrome, 33
- triangle breathing method, 203, 220
- typing, handwriting vs, 109

U

- understand level, Bloom's taxonomy, 125

V

- VARK learning preferences, study strategy, 103
 - auditory focus, 106–107
 - kinesthetic focus, 109–110
 - read/write focus, 107–109
 - visual focus, 103–106
- verbal elements, 118–119
- videos, 96, 104, 166, 212–213, 222, 223
- virtual classes, 197
 - pitfalls, 167
 - tips to reduce distractions, 168–169
- virtual lessons
 - participating actively in, 169
 - virtual classes challenges, 167–168
 - virtual instruction, focusing during, 168–169
- visual elements, 118–119
- visual focus, studying methods with, 103–106
 - flashcards, 105
 - graphic organizers, 103–104
 - images/diagrams/charts, 104
 - outline, 105
 - sticky notes, 106
 - watching video, 104

- visual learners, 24, 26, 123
 - assignments for, 25
 - classes for, 23
 - definition, 19
- visual learning, 10, 19, 25, 27
- visual methods, 54
- visual stimulus, in study
 - location, 49–50, 53

W

- Waking Up app, 171
- walking outside, 87, 99, 219–220
- warm brain, 92
- whiteboard, 97, 106, 110
- work, checking your, 235–236
- work-life balance, 208–209
- workspace, clearing, 93
- writing
 - apps for, 171–172
 - forms of, 187
 - process
 - brainstorming, 179–180
 - definition, 178
 - editing the paper, 185–187
 - outline creation, 180–184
 - planning for success, 178–179
 - strategies to jump-start, 184–185
 - writing the paper, 184–185
 - skills, 103, 175, 178, 187–188

- writing papers, 14, 175
 - citation styles, 188
 - five-step process for, 178
 - brainstorming, 179–180
 - editing the paper, 185–187
 - outline creation, 180–184
 - planning for success, 178–179
 - writing the paper, 184–185
 - as hard skill, 176
 - as more subjective than test, 177
 - as only option, 177–178
 - as open-ended assignments, 176
 - plagiarism, avoiding, 189–190
 - quickly, 235
 - as significant part final grade, 176
 - skills, writing, 187–188
 - starting paper as difficult, 177
- written study schedule, 68, 69

Y

- yoga, 87, 92, 221–222
- YouCanBookMe app, 171
- YouTube, 104, 128, 143, 163, 214, 222

Z

- zeitgebers, 41
- Zotero app, 172

